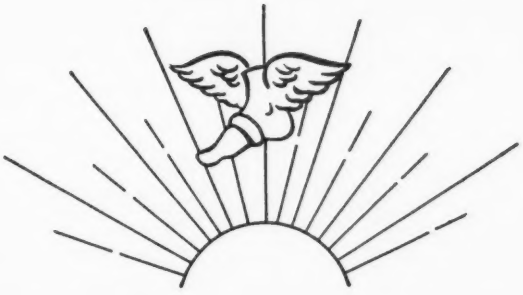
VOL. 18 · NO. 4
DECEMBER 1961

The Physical Educator

A MAGAZINE FOR THE PROFESSION



PUBLISHED BY PHI EPSILON KAPPA FRATERNITY

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

The Physical Educator

The official publication of Phi Epsilon Kappa Fraternity. Affiliated with the American Association for Health, Physical Education, and Recreation.

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Members of Phi Epsilon Kappa in good standing will receive each quarterly issue of the PHYSICAL EDUCATOR. All others, men and women, may subscribe to the magazine for $2.00 per year. Publication dates are March first, May first, October first, and December first.

The PHYSICAL EDUCATOR will consider manuscripts in the areas of health, physical education, recreation and safety, as well as pertinent articles in related fields. These should be double-spaced, well-illustrated wherever possible, and brief. All manuscripts will be read by one or more members of the Editorial Board before any dicision is made. Any rejected manuscript and all photographs and cuts will be returned to the sender as soon as possible.

The PHYSICAL EDUCATOR operates on a non-profit basis and does not pay the staff or the contributors for their services.

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of

Phi Epsilon Kappa

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912. Single copies and back copies are 60 cents. ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. Linwood Avenue, Indianapolis 18, Indiana.

In the Editor's Corner

Our guest editor is Dr. Dobson who is an associate professor at Wake Forest College, Winston Salem.

Are Leaders Born?

ORDWAY TEAD HAS defined leadership as the activity of influencing people to cooperate toward some goal which they come to find desirable. It is generally accepted that a leader must have mental ability, breadth of interest and aptitude, language facility, maturity, social orientation, integrity, leadership skills, and *motivation.*

It can be seen that most of the characteristics enumerated as desirable for leaders are not innate characteristics. Therefore, we might immediately say that leaders are made, not born. In other words, we can learn to be leaders.

How can we learn? Certainly we have to do our own learning; no one can do it for us. Learning is a continuous process that occurs *only* when we want it to occur. No learning has ever taken place unless the learner was willing and actively engaged in the learning process. Leadership, as other skills, is learned by doing, and the proof that learning has occured is behavior—that is, leadership exhibited.

Why do some people develop into leaders, while others, with apparently equal mental ability, skill, maturity, integrity, language ability, and social orientation, fail to exercise leadership? The obvious answer is motivation. The motive may be selfish desire to be out front, to get ahead, or it may be an altruistic desire to serve ones fellow man.

In our own areas of health, physical education and recreation, the same people are involved in leadership roles at the local, state, district, and national levels. Are these few, say the upper 10 per cent, destined to carry the burden of professional action, or can other members of our profession be *motivated* to assume leadership? What, if anything, can our teacher training institutions do to facilitate leadership development? If leaders are taught, and not born, then surely colleges must attempt to discharge an obvious obligation; but how?

There are those who would postulate the theory that the mother determines who will lead and who will fail to assume leadership responsibility. The mother who anticipates every wish and satisfies it before the child can ask may be stifling initiative. The mother who, when she observes her youngster precariously balanced and about to leap from a height says, "No, no, don't; let me help you down", may well be contributing to the development of an adult who is fearful. This adult may be the one who says he is afraid he cannot assume the responsibility for a needed job. Let some one else do it.

On the other hand, the mother, in the situation described above, who says, "Good, you really are getting to be a climber; jump, mother will catch you", may do much to develop self-confidence and assurance. This is the confidence and assurance which results in the reply, "Certainly, I'd be glad to assume that responsibility; I know that I can depend upon the members to help if I need it".

Granted, the basic personality pattern is set before the student reaches college. Are we going to assume that there is nothing we can do to develop leadership? My thesis is that we can do something by providing opportunities for students to act in leadership capacities. Learning will occur most readily when it is meaningful and will transfer to situations which exhibit likeness to those in which the learning occurred.

The leader is basically a disciplined individual whose ideas are organized and harmonized into the completion of action which transcends self. This is a self imposed discipline which involves not the mind alone, but brings the total self into harmony of idea, intention, and execution. It is the highest learning of man which lies not in self-conscious grasping for meaning but in self-forgetting that inspires action on behalf of others.

Students must be shown that we have confidence in them. The leadership opportunities provided must be *real* opportunities which are within the range of interest and ability of the student. The student must be permitted to have a voice in selecting projects on which to work, and, as advisers, we must work *with* rather than for the student.

Students want to be helpful. They want to explore job possibilities, to satisfy personal needs, to meet interesting adults, and to gain prestige and recognition. They want to make new friends, to counteract the feeling that all youth are irresponsible, to gain experience which will help assure job placement, or to search for something meaningful beyond personal desires.

How can we develop leaders? We can provide many opportunities for the individual to act in situations which are designed to meet some of his needs. Only then will he be motivated to take advantage of these opportunities. We can encourage participation in a variety of activities and organizations. We can recognize and encourage latent ability in an atmosphere that is permissive instead of coercive. We can support the individual and cooperate in his struggles to find that inner discipline which will emerge to guide the developing leader.

Taylor Dodson

A Sportsmanship Symposium*

Sportsmanship

Gary Demarest

THERE SEEMS TO be a danger on the American scene of greeting any discussion of Sportsmanship with a polite, sophisticated cyncism. This is but one of many areas in our culture in which we have abandoned our idealism for a seemingly more vigorous pragmatism. In addressing oneself to this theme, therefore, it is imperative to maintain a cognizance of this pervasive skepticism and hope, somehow, to encourage a sharp reappraisal of our contemporary mood.

It is my deep conviction that this discussion of Sportsmanship is of vital and critical necessity to the coaches, physical education leaders and recreational specialists gathered in this great convention. The very future of the role of athletics and physical education depends upon a recovery of values in this area.

What is it going to take to convince us that athletics in America is in a period of decline? Did we come from Rome without raising some serious questions? Do we never hear some of the concerns expressed about many phases of interscholastic and intercollegiate athletics? Are we unwilling to accept the implications to our nation of a growing wave of "spectatorism"?

If athletics is to survive as a vital part of American life, we must bring some new thinking and direction into the arena. The corrective to over-emphasis is not de-emphasis but a recovery of the *right* emphasis.

The question that confronts us, then, is the basic one: "What *is* the underlying reason for athletics, physical education and recreation?" If we can only answer in terms of physical strength and health, we have relegated ourselves to a peripheral role. This is a part-answer, needing fulfillment at a much deeper level.

The answer we give must relate to human values. All of our work in physical education must be deeply rooted in an emphasis upon honest-to-goodness values. Destructive beasts have strong backs and healthy bodies, but without training in some system of relevant values they are our fearsome enemies.

If the matters that occupy our attention in this gathering are to have continuing significance and dynamic relevance in our society, then we must dedicate ourselves to the recovery of values in our fields. And this recovery of values will best take place in a new understanding and application of the pervasive dimensions of Sportsmanship.

The Elements of Sportsmanship

Let us think of Sportsmanship in terms of the practical elements involved. I would call one of the basic ingredients of meaningful sportsmanship HONEST RIVALRY.

If athletic participation and competition has any meaning at all it is in this realm. Honest rivalry is based upon intensity and excellence. The true competitor must be dedicated to excellence in his performance. This dedication must go to the limit for his own good, for the good of his team and for the good of his opponent.

It is degrading to any individual to enter into any competition or personal performance without this kind of dedication. It is undermining to team and opponent alike.

Another element of honest rivalry is integrity. There must be an understanding of and a commitment to the rules and regulations. While enforcement by officials is both necessary and desirable, competition becomes meaningful when the athlete brings self-discipline into action. The official, far from being a necessary evil, becomes his friend to assist him in the proper application of his own integrity.

There is also the element of fairness. The true sportsman demands for others just what he expects for himself. He does not seek unfair advantage but most fully enjoys the competition when it is on the most equal terms possible.

As leaders and as participants, it is our high calling to point to the recovery of HONEST RIVALRY in every aspect of our involvements. Intensity, integrity and excellence must become an elemental part of all that we do both on and off the field of play.

A second major ingredient of meaningful sportsmanship is CONSISTENT ACCEPTANCE OF RESULTS. One of my coaches used to admonish us before each game, "Now be a good loser, but don't lose!" There is an element of real truth here, and we all know that it takes great grace to be a good loser.

The acceptance of loss without bitterness, the refusal to manufacture excuses and explanations for defeat and a genuine wish for the happiness of the successful opponent all demand great strength and grace.

Perhaps it is even more difficult to be a good winner. Acceptance of victory without arrogance and undue self-esteem is most demanding of all. Neither

*Sponsored by Phi Epsilon Kappa, Atlantic City, March 1961.

must there be a false humility which drips all over tomorrow's sports page.

At this point, we do well to recognize that the greatest hindrance to any recovery of true values in athletics is the success mentality of our day. We demonstrate our immaturity and insecurity when we become totally pre-occupied with the results at the expense of the basic values involved.

If the only thing that really matters is winning, then we have undercut every possible value before we ever begin. This is undoubtedly the crucial point where much soul-searching is required. If we are simply going to say, "Everyone else is putting the emphasis here, so I must go along in order to survive," we are forfeiting our right to leadership. Where are the leaders in our field who are going to have the courage to rise up and lead us to this exciting recovery of values?

The Basis of Sportsmanship

If we can agree that this recovery is vital and essential, the immediate question becomes one of implementation. Where can we look for resources? How can this great task be accomplished?

First, we have to commit ourselves to begin where we are. Too often, we excuse ourselves by waiting for someone else to act or for some sweeping wave of recovery to engulf us. Each of us has some circle of influence. For some it is large — for others it is small. The scope of individual influence is immaterial. Rather, each of us must resolve to be an island of leadership in this vast ocean of complacency.

Such a resolve will undoubtedly lead you to recognize that this whole matter of values is essentially a spiritual matter. Spiritual in the sense that it grows out of a man's inner attitudes and beliefs.

What a man thinks about God will determine what he thinks about man. What he thinks about man will determine his basic attitudes in his personal and inter-personal relationships. His basic attitudes will determine his conduct in the arenas of competition and commerce.

The recovery we seek must get back to the fundamentals. We must be certain that we are tackling the disease itself and not merely trying to control the symptoms.

What *do* we believe about the real nature of things concerning God and man and society? When we can give meaningful answers here, we will have something relevant to share with all men in all societies.

I call you, then, to leadership in the most exciting realm of human life — the realm of eternal values. Grow in your faith and in your understanding of God. This and this alone will produce the attitudes and the conduct that will introduce the recovery of the values in our common ventures that are so desperately needed.

Sports Official

Phil S. Fox

THE CHARACTER OF a sport can be no better than that of its officials. This is particularly true in our highly competitive athletics upon which officiating decisions have great influence on the progress and outcome of the competition. The strength of any sport, and its contribution to good sportsmanship, is based in no small measure on the competence and integrity of the individuals who serve as its officials. Remember, the official represents the integrity of the game. Without integrity, there is little, if any, of the elements of sportsmanship.

In selecting individuals to serve as officials, sober, dependable individuals should be selected. Experience as a player is highly desirable for one who is to serve as an official. Youth and physical vigor are highly esteemed. Since young officials may lack the experience and mature judgment which many consider essential for good officaiting, it would be well to team the young official with a competent experienced man who can help him in various ways.

The official by his actions, *on and off the court,* must earn the confidence and respect of the players, coaches, and spectators. This in itself will encourage desirable sportsmanlike conduct by all. Mere knowledge of the rules, which is basic, does not in itself produce an official who is respected and trusted. To this knowledge of the rules, the competent, respected official must demonstrate unquestioned honesty, superior ability, devotion, and a full understanding of the game. Above all, he must have a sincere desire and interest in and for officiating.

The ideal official is the one who notices everything, but is seldom noticed himself; who is considerate and courteous without sacrificing firmness; who cooperates fully with fellow officials; who is physically, mentally and emotionally able; who is in the right place at the right time; who knows what the rules say, and what the rules mean; and who uses acceptable mechanics and teachings of officiating.

By his presence, the ideal official causes the players to avoid rule infractions. Confidence and cooperation grow in the official-player-coach relationship as the official demonstrates that he is fair, consistent, and understanding. There is no place in this relationship for arrogance, officiousness, or antagonism.

Let me remind the coaches that in addition to teaching the boys how to win games, we should be attempting to teach our boys, among other things, good sportsmanship. We all make mistakes, but a mistake by an official is no excuse for the coach or his players to put on a demonstration which may excite the crowd. Speaking of mistakes, if the players in the game made as few mistakes as we officials make in officiating, these players would lose very few games.

In a world where morals and ethics are seemingly on the down grade, we can do much in our athletic contests by instilling in our players a code of morals and ethics that includes respect for law and authority. A law abiding, respectful athletic team can have a great influence upon all the spectators that attend contests.

Perhaps the fault with officiating lies with the officials themselves. Many times officials are hesitant to assume their responsibilities. How many times have we failed in the calling of the deliberate two shot foul? Have we been consistently correct in matters involving judgment? Do we let the crowd, the coach, or the possibility of being left off of a preferential list influence our decisions?

Under all rules of organized athletic events, the official is a very necessary, natural, and important figure. This is, for example, especially true in basketball where it seems that the balance of victory in many games was determined by a whistle. His importance seems to grow, each year, with the increased amount of criticism directed at the officials.

Let's put the official back in the background where he belongs. Let's direct our publicity at the good features of our program, as demonstrated by our boys during the game.

What can the coach in host college do to make the official's job one that will be conducive to better officiating:

1. Provide a suitable dressing room, free from visitors.
2. Provide suitable protection.
3. Address and treat the official as a fellow human being.
4. Furnish a very capable and efficient scorer and timer.
5. During the game, behave as a gentleman, and not arouse the animosity of his players or spectators toward the official.
6. Remove unpleasantness from the game by ethical coaching.
7. If the coach accepts an official, he should accept their decisions without unjust criticism.
8. Contribute to spectator education and their conduct at games.
9. Keep the game on the college campus where it belongs.
10. Eliminate the preferential list as such, and place the responsibility for assignment of officials in the hands of the commissioner.

What can the official do to make the official's job one that will be conducive to better officiating, and the development of sportsmanship.

1. He should be physically, mentally, and emotionally fit.
2. He should have a thorough knowledge of the rules, and their application.
3. He must be consistent.
4. He must maintain good position on the floor.
5. He must maintain game control at all times.
6. His decisions must be quick, without hesitation, and his signals clear to all.
7. He must have the courage to make crucial decisions under pressure.
8. He should not fraternize with the coaches and players.
9. He should not visit places of ill repute, or be friendly with people of questionable character.
10. He must remember he is a part of a team. The other official is a team member, not an individual to be shown up, or slighted.

There are many others, such as dress, punctuality, and courtesy.

With good officials with good common sense, who leave the game in the hands of the players, we can have a good game to the delight of the spectators, of the players, and of the coaches, and make our contribution to the development of good sportsmanship.

Coach of Athletics

E. Ted Dunn

GOOD SPORTSMANSHIP IS exemplified when one abides by the rules of both conduct of play, and courtesy of human relations, in any sporting event. These two aspects of sportsmanship could be similarly compared to the combination of the laws of our society, and also the rules of courtesy such as outlined by Emily Post. The laws, or rules, of conduct in any game seem to me, to be the most important things to consider in a discussion of good sportsmanship. Every coach has a real responsibility to teach the rules through his leadership. He should set a good example by knowing and practicing them himself, and further, he should give the players ample opportunity to learn and practice the application of the rules. Woody Hayes has a good idea at Ohio State, when he has officials out for every scrimmage that his team has during the season. It may not be possible to have qualified officials, but every coach can make some provision to check infractions during practice, and see that they are penalized. In this way, good habits, rather than bad, will be formed. Regular meetings should be held to discuss and interpret the rules. Most officials will cooperate and take part in these meetings free of charge. Perhaps most important of all, players should be counseled regarding the reason for rules, and how important obedience to the rules is to the good of everyone in the

game. The three points that should be stressed are as follows:

1. The rules are created to give everyone a fair chance to be successful.
2. The rules make the game what it is because they give it its identity. Football is football rather than wrestling, etc. This makes the game more challenging, and more fun for everyone, because you know what to practice to be successful.
3. The rules are for the safety and protection of the participants.

The rules of courtesy in any game are more difficult to define, but, basically, it seems to me to be the application of the Golden Rule. The players and coaches should simply show proper respect for everyone connected with the game . . . officials, etc. It is only when this is carried out that the game can be conducted in the most efficient manner. Here again, it makes it a much better game when the officials have the last word, and where proper respect is shown all along the way. We have made progress in terms of better sportsmanship through the years, and this change has taken place because everyone connected with the game realized that the game would be better when proper courtesy was the accepted practice. As Mr. Demarest has pointed out, there is still room for improvement. The big challenge is to reach the proper balance point between striving for excellence, which means trying to win a fair share, which is the theme of this conference, and still have a healthy respect for the rules of conduct and courtesy.

Sportsmanship not only applies to the participants, but also to the fans. The conduct of the coach and the players must set the pattern, and it will have either a positive or negative effect on the conduct of the fans. Former President Hoover said in a speech he gave recently to the Football Hall of Fame Dinner, *"sportsmanship as a teacher of morals is greater indeed than any agency other than religion. It is not limited to the members of the contesting teams, but, that it radiates out to the huge crowds at the games . . . those that attend know well the rules of sportsmanship, and they react quickly and adversely to any breach of the rules."*

We must continue to improve our sportsmanship. The teachers and coaches in our profession of Physical Education must set the primary example. For, in the last analysis, we can remember the wise words of Grantland Rice . . . "when the One great scorer comes to write against your name, . . . it is not whether you won or lost, but how you played the game." Dr. Champlin says, "what you are speaks so loudly, I can't hear what you say." The most successful performers are those that play the game hard, but by the rules, and with proper respect for their opponents, officials, and all. Ossie Solem, who coached college football for over 40 years, used to tell his players this . . . "the toughest thing on two feet is a Gentleman when he's aroused." He explained this to be a fact because a gentleman is always playing hard because he is proud, but, at the same time, he is able to keep his emotions under control, and keep his mind on playing the game according to the rules. He has his mind on the job as it should be accomplished.

It is, therefore not only a good thing to practice good sportsmanship for the moral reason, but also it is, in fact, the smart thing to do in seeking the pursuit of excellence in competition.

Director of Physical Education

Elmon L. Vernier

ATHLETICS ARE A force of great power in the secondary schools, and are potentially rich in educational values. Athletic programs conducted on the basis of sound educational principles can contribute much to the physical, social, emotional, and moral well being of youth.

Are athletics being conducted in a way to realize their potential values, or are we prone to accept them as a force for good, and disregard some of the shortcomings?

Partially answering the first part of the question, we certainly recognize that educationally sound athletic programs do exist in thousands of schools throughout the country. Let us recognize, also, the tremendous progress made by the National Federation of State High Schools Athletic Associations, and educators in general, in establishing and applying standards which have resulted in good practices. However, there are many educators and laymen whose attitudes and practices call for re-examination.

Today, we are discussing sportsmanship. It is a broad term encompassing many factors. Too often sportsmanship is just taken for granted. Webster defines sportsmanship as . . . "skill in or devotion to sports." Also, "conduct becoming to a sportsman, involving honest rivalry and graceful acceptance of results."

Our speaker contends that our realization of the values in athletics will best take place in a new understanding, and application of the pervasive dimensions of sportsmanship.

With this in mind, let us look at examples of situations in school athletics, and ask ourselves this

question: "what effects do such attitudes and practices have on the realization of potential educational values in athletics?"

1. The coach who moves up and down the side lines baiting officials and shouting at the players.
2. Smoking on the bench and in the locker room.
3. Sacrificing an injured player for sake of winning.
4. The coach or principal who persuades a teacher to change a failing grade in order to make a boy eligible for an important game.
5. The official who declines to call certain infractions of the rules because this might lessen his chances for a return assignment.
6. The school administrator who yields to the whims and pressure of community "sports bugs" and condones a program geared primarily for public entertainment.
7. Excusing the varsity participants from physical education and other classes to practice athletics.
8. The coach who carries on an argument with the opposing coach or referee in the presence of players and spectators.
9. The use of hypnosis methods to improve performance.
10. The coach who leads his team in prayer and then directs them to go out and "get" a specific player.

While these, and many other examples, may be given to illustrate unsportsmanlike conduct, we must not fail to recognize the extensive efforts currently being made by school administrators, coaches, and participants to affect the positive approaches to good sportsmanship, which definitely achieve the educational values in athletics.

Competition is an important factor in the American way of life. The true competitor should be dedicated to the development of excellence in performance. He should play to win, but not to the extent that he sacrifices the elements of honest rivalry and fair play.

If the potential values in athletics are to be fully realized, attitudes and practices of school administrators, laymen, coaches, and participants must live good sportsmanship in all of its dimensions.

School Administrator

Samuel A. Gillingham

SPEAKING TO A group of Physical Education people on the subject of Sportsmanship would seem, on the fact of it, to be presumptuous of me. As a Superintendent, I am very much aware of the fine work you people have been doing in developing the habits and attitudes so essential to the sportsmanship ideal. Also, in years gone by, it has been my good fortune to be associated with the athletic program as a coach. The first two years I taught, I was the coaching staff for a small Pennsylvania high school. I was also in the History Department. During that time, I am sure that I got closer to real contact with my pupils on the athletic field than I ever did in the classroom.

When I came to Atlantic City, I was again fortunate enough to get into the coaching picture, and for over twenty years was associated with track, the last sixteen years as head coach. I mention this to point out that I have some background for estimating the impact that a person in the athletic department exerts over the life of the young people with whom he comes in contact. I have experienced and thrilled from the fact that the formative youth develops a loyalty — often more like devotion — to the man or woman he comes to look up to because he represents an important figure in a field in which the youth has a vital interest.

This is not confined to the athletic coach alone. This high esteem is extremely frequent in the physical education class. For example, my own wife will to this day admit that her high school idol was the gym teacher who was so capable and so dedicated.

Possibly, it is because physical education and athletics are so real, in comparison, with many of the other more theoretical and abstract subjects, that youth develops this closer feeling toward the teachers in these fields. The contrast between the gym and the formal classroom may be responsible. In any event the conditions which exist, and the situations which can arise, make the development of sportsmanship more natural in your area than in any other. Moreover, the teacher-pupil relationship is such as to make the youth more susceptible to your influence than to the classroom teacher.

I do not wish to exempt the classroom teacher from a share of the responsibility in developing the good sportsmanship concept. The child does not leave his sense of fair play and justice outside the classroom door, nor does he become insensible to situations which may develop within the English or math classes. Every true teacher has to be on the alert continuously to grasp the opportunity to develop this characteristic. But, as I have said, the gym teacher and coach have the best chance to do this.

Fortunately, we all realize that the distinction between the coach who wins as being the real coach, and designation of "character builder," to the losing coach, is just a good professional humor. In public education today we are fortunate to have a vast majority of men and women to whom the development of moral and spiritual values is a basic objective.

Of course, one of our big problems in athletics is to put this matter of "desire to win" in its proper perspective. I am not at all sympathetic to the point of view that good sportsmanship needs to make the desire to win less intense. To me, that would be fly-

ing in the face of nature. Moreover, there need be no conflict. Certainly, the pride in success achieved when high sportsmanship standards are upheld can, and should be, made more desirable than the fruits of victory won by "dirty play." This is the attitude we would want our boys and girls to have, so let us give some thought as to how it may be developed.

To begin with, some of the manifestations of sportsmanship are quite obvious, while others are quite inconspicuous. They cover a wide range. In the obvious category are the obvious and flagrant fouls in various types of sports competition — the kind of foul which draws "boos" from all but the most biased spectators. As every coach knows, this type of offense usually results, eventually, in more harm coming to the one committing the foul than the one who received it. In fact, most coaches use this argument in attempting to prevent this type of foul from being committed. This must, I suppose, be interpreted as a lesson in good sportsmanship, although obviously not on a very high plane.

What we want to achieve is an *attitude* in our charges, either in classes or on teams, which would make for real and sincere good sportsmanship. As I see this, it comes pretty near to being just another example of the universal application of the "Golden Rule." Yes, I said it is an attitude. Attitudes, the psychologists tell us, are developed, and become basic elements in our personalities. In young people, they develop most frequently from observation and emulation of someone the youth admires and respects. And, as has ben pointed out, the gym teacher and coach are most likely to occupy this position. This puts real demand for careful action upon this adult, for, as we all know, the youth of today seem to be able to read our inmost thoughts. If they detect in us a falseness, or lack of sincerity, our potential as a true builder of character is lost. It almost looks as if our teachers must be modern Sir Lancelots, "whose strength was as the strength of ten, because his heart was pure."

How does all this apply to my particular position as a school superintendent? Simply that everything that goes on in the school system concerns the superintendent. If the superintendent has one definite responsibility, it is in the matter of staffing. Very frankly, in my opinion, the superintendent should rely upon his teachers to completely carry out the program. As I see it, the superintendent has two definite responsibilities. One is to see that teachers who condone unsportsmanlike conduct do not remain in the system, and that those who do a good job in coaching and developing ideals have full and complete support, regardless of games won or lost.

THE INDISPENSABLE MAN

Sometime, when you're feeling important,
Sometime, when your ego's in bloom
Sometime, when you take it for granted,
You're the best qualified in the room.

Sometime, when you feel that your going
Would leave an unfillable hole
Just follow this simple instruction
And see how it humbles your soul.

Take a bucket and fill it with water;
Put your hand in it, up to your wrist;
Pull it out, and the hole that's remaining
Is a measure of how you'll be missed.

You may splash all you please when you enter;
You can stir up the water galore;
But stop, and you'll find in a minute,
That it looks quite the same as before.

The moral in this quaint example
Is to do just the best that you can.
Be proud of yourself, but remember,
There's no indispensable man!

. . . ANONYMOUS

Wanted: College Teachers

Lillian Castner
Dudley Ashton

ONE OF THE PRESSING problems in the administration of physical education today is that of securing well-prepared and professionally oriented personnel. This problem exists in the public schools but it is particularly acute at the college level. In the interest of viewing the two sides of this picture, the case of the graduate student and/or experienced teacher who wants to enter college teaching and that of the college administrator seeking personnel are presented.

Margaret, an attractive graduate student in her late twenties, is completing work for a master's degree. She looks forward to teaching again. On a sunny day in February she stops to see her adviser, Dr. Christy, chairman of a physical education department in a Midwestern university.

"Dr. Christy, may I use your name as a reference at the placement office?"

"You certainly may. You've done excellent work here, and the record of your previous teaching experience in elementary and secondary schools is outstanding. Have you ever thought about working in teacher education? Good college teachers are in great demand now. With your background you would make a fine contribution."

"Thank you, Dr. Christy. Working with prospective teachers would be challenging—a fine opportunity to use my past experience, too."

"If you're interested in this field, I'll keep you in mind and let you know about openings that sound promising for you."

TWO WEEKS LATER

"Margaret, I've heard of several jobs which might interest you. Dr. Adams, chairman of the physical education department at Eastland University writes that they need a person with a master's degree and public school experience to teach a secondary methods course and to help with the activity program for major students. And here's a letter from Dr. Denman of Midwest College. They need a person to teach tests and measurements and a course in physical education for the elementary school. Do these positions interest you?"

"Yes, Dr. Christy, they sound like good possibilities."

"Here are the names and addresses. Be sure to have your placement papers forwarded."

"I will—and thanks so much, Dr. Christy."

THREE WEEKS LATER

"Hello there, Margaret. What's the news?"

"That's just it, Dr. Christy. I haven't heard a word from one of my application letters. I did get a note from Dr. Adams, saying Eastland University can't pay enough to attract an experienced person. I appreciated his letting me know. The placement office told me about some secondary school openings which would pay well and be challenging. I haven't applied for them yet, but I think I should."

"Margaret, these college jobs are right up your alley. We need young people of your caliber in teacher education. Surely you'll hear something soon. Last week at our state meeting, Dr. Newman told me that they need someone to supervise student teaching at Nelson College. He was especially pleased with your qualifications. Have you thought of working with student teachers?"

"Maybe I could make a contribution there."

"I think you could. Here's the information about the job, Margaret. I can't understand why you're not hearing from other applications."

THREE WEEKS LATER

"Come in, Margaret. Have you accepted a job yet?"

"No. Dr. Newman wrote that my application had arrived. He sounded interested but they don't expect to make a decision until June first. Knowing that is helpful, but frankly, I'm discouraged about college teaching. The placement office is still receiving notices about good public school jobs."

"Margaret, I understand how you feel. But Dr. Nelson seemed so pleased with your record, and the other departments need qualified people, too. I hope you won't decide anything right away."

TWO WEEKS LATER

Margaret accepted a position in the Greenville Public Schools. The salary offered was good and the responsibilities were challenging. The school system paid her expenses to come for an interview as soon as they received her application. The superintendent was eager to hire her. She still had heard little from her application for college jobs.

Unfortunately, Margaret's case is not uncommon. Administrators in college departments might attract such capable young teachers to college teaching by using better employment practices.

When seeking positions, candidates appreciate accurate information. They want to know whether the employer is really interested in their candidacy; such information will help them evaluate other opportunities. Department heads should acknowledge each application within a reasonable length of time. When no vacancy exists, or when the applicant is not qualified for a position, the employer should explain the situation soon after the application is received. Candidates should be notified if a date has been set for filling a vacancy.

College administrators need to show their interest in promising candidates. Although they will not be able to offer each candidate a position, letters can be friendly and promptly answered.

Jane Foster is an experienced administrator. With a background of teaching at elementary, secondary, and college levels, she currently is chairman of the department in a large university. It is late spring, the grass is now green, birds are singing, and coeds have donned "cottons." Classes are moving along smoothly, the final plans for the year have been established, and most of her graduating majors are placed for the coming year. Yet, Jane Foster sighs and wonders what to do or where to turn next. Jane Foster needs a young instructor and a couple of graduate assistants for the next academic year! She has been hunting personnel since the previous September and time is growing short.

What is the trouble? This is a well-known educational institution; this is a department with a fine reputation; the salaries available plus fringe benefits are comparable with other colleges in the country.

From time to time, Jane Foster has heard of prospective graduate students who need help to enter graduate work. She has a "lead" on several persons who may be interested in the instructorship. Yet, Jane Foster reviews her correspondence and then sighs. She finds a record of initial letters of contact that she has written asking potential candidates to apply and to secure credentials for her scrutiny. A few have done so; others have merely ignored this opening letter. Becoming interested in the materials supplied by several candidates, she has made offers to three persons. One teacher with a minimum of experience has replied that unless she can be assigned the exact courses she desires, including teaching the majors, she is not interested. Miss Foster appreciates frankness but wonders how one can assume a high status of ability without more experience. Two others, in spite of follow-up letters, have not replied to her offer. The picture is a discouraging one for the administrator.

We are currently hearing a great deal about our need to improve college teaching. Physical Education shares this responsibility along with the rest of the teaching fields. One way to raise the standards in college teaching is to demand well-prepared personnel. When administrators are faced with vacancies after months of sincere effort, they may be forced to compromise and cover their classes with teachers who may be fine but who have not worked for advanced graduate standing. Another phase of the problem is the young teacher who wants to move from one place to another for the pleasure of one-year locales. 'Esprit de corps" is not built within a staff composed of these individuals. In spite of the excellence of graduate work in all phases of education today, we need young people entering the profession who can realize that "interning" within the department framework will increase their professional competence.

Miss Foster sighs but she is not discouraged or defeated. She realizes that this is a young profession and that only by education of our own personnel may we raise our professional outlook and attain true professional status.

This article has attempted to review the "cases" on both sides of the problem, "Wanted: College Teachers." Perhaps, this represents the "sins of omission" of both the candidate and the administrator. Believing in the power of positive thinking, it is the hope of the writers that a few facts have been presented and a few fancies dispelled. It is our hope that both candidates and administrators will realize that the responsibility for solving part of our personnel problem lies with each of them. It is our hope that a positive, cooperative attitude will surely develop and that our college teachers of the future will exemplify the best professional attitudes and ethical conduct.

A Vote For Integrity

If you are not addicted to the disease of "win-no-matter-what," the fact that key players can fail to make the scholastic grade here must serve as a source of pride in the quality and integrity of the state school.

Sure it hurts when a good student such as Gerry Wood—and he was no dunce at the books—falls by the wayside. We hope he can get that degree despite being thrown for a temporary loss.

But the full story of a great university isn't written on nine Saturdays. It's a matter of public trust that the state university stands solid as rock, filling its primary goal of education.

It's fun to yell at a game and mingle with the crowd. It's hard to take some bruises. In the long haul, however, successes are that much sweeter when they are products of a school functioning as it is designed to function, and not as a factory for producing football winners on Saturday and not-quite-winners in the long story of life.

From the enthusiastic tone Dr. David Henry uses when he speaks about sports, it is painful for him, too, this series of setbacks to the Illini football team. But it is to his credit that honor wins every time a crisis comes.

From: Champaign News Gazette, Ed Cetera

An Editorial*

IN SPITE OF the many broken bones and disfigured faces, to say nothing of the many fatal accidents that have attended the game of football in recent years, the popularity of athletic contests seems steadily on the increase. From the simple and healthy competition of class rivalry in our colleges, the spirit of emulation spread to intercollegiate games, in which the champions of the individual colleges met to contend with all the tremendous energy and fury of mortal combat. To this spirit of rivalry has gradually been added the incentive of international contests of more or less celebrity, such as the Henley regetta and the international athletics. And out of these arose finally the idea of reviving the old Olympic games.

The idea, once conceived, needed no arguments to bring conviction to the athletic world. It appealed irresistibly to the lovers of many sports. The very name Olympia brings before the imagination forms of classic heroes who met their opponents in the arena in honorable, manly contest and carried off the palm of victory amid the plaudits of the assembled thousands. Nor can we resist the conviction that the ambition thus aroused to gain the coveted prize was the means of bringing the human form divine to its highest development, and that in the ancient Greek we have the ideal perfection of that physical beauty.

The result of the suggestion, was that in April last an international contest, known as the Revival of the Olympia Games, was held in the ancient stadium at Athens. Ten of the leading nations of the earth were represented, and we as Americans were justly proud of the fact that the United States carried off more prizes than any other nation. We exulted in the success of our champions, and proclaimed the glories of the Olympia Games in reviving the spirit of chivalry, awakening national pride, and consolidating peace and friendship among nations. We rejoice, too, in the stimulus thus given to athletic sports, and the cultivation of physical prowess and vigor.

This is all very well in its way, but the question arises, What is the effect of all this training and effort on the individual contestant? What does the physiologist say? Is it true that these benefits are all obtained only by the sacrifice of him who takes the palm?

"The Hospital," in an editorial on the physiologic cost of a boat-race, suggested by the recent Oxford-Cambridge race, says: "Speaking as judicially as is possible, a physiologist cannot but express the conviction that every man in the two boats, except, perhaps, the two coxswains, must have been, to some extent, injured. In a definite number of cases, the injury is lifelong to individuals; and in every race every man can hardly fail to be more or less of a sufferer for a longer or shorter time. Such is the game, and such is the candle."

These arguments do not apply to all athletic games to the same degree, for in none of them, except perhaps the long-distance run, is the physiological strain kept continuously at the highest possible pitch of tension for so long a time. But the disastrous effects of over-training and the supreme effort of the contest apply with equal force to all.

Train as systematically, as methodically, as scientifically, as he may, the supreme moment of the final struggle is, as a rule, too great a strain for the heart or the blood-vessel, and the record-breaker then and there too often puts the seal of a shortened existence upon his life. The records of insurance companies show that a surprisingly large percentage of the college athletes—the heavyweights of the football team, the sprinters in the race, or the stroke oars of the crews—have a weakened heart or a diseased kidney, or both.

Recognizing, then, the fact that the contest is deleterious to those who take the active part, is it fair to encourage the college athlete to enter the lists and take part upon himself these risks? These games are restricted to amateurs, and amateur athletes, in this country at least, are to be found almost exclusively among college students. The amateur is not like the professional, who has no ambition in life beyond his athletic prowess. The contest, to him, is but an incident in his preparatory career. If this training and this experience fitted him the better to meet the demands of his future career, it would certainly be a desirable preparation; but the average college athlete sooner or later enters one of the professions, and has nothing in his daily life to keep his overdeveloped muscular system and his overtaxed heart and kidney in condition. He is less able to meet the nervous wear and tear of a sedentary life than his more equally balanced, but less athletic comrade.

From the standpoint of the physiologist, it must be conceded that the college athlete is too young and immature to subject the functions of nerve and muscle and heart to the strain of a contest where so much is at stake as the world's record, the medal, and the palm of a great international contest like the Olympic Games.

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*From "The Medical News," New York (1896)

EDITOR'S NOTE: Once again we have Grover Mueller of Philadelphia to thank for an interesting sidelight

Maturity, Structure, Strength, Motor Ability and Intelligence Test Profiles of Outstanding Elementary School and Junior High School Athletes*

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H. Harrison Clarke and Morgan E. Shelley

Statement of Problem

The purpose of this study was to construct profiles of boys rated as outstanding athletes by their coaches in elementary school and junior high school inter-school competition. The profiles were based on measures of maturity, structure, strength, motor ability, and intelligence.

These profiles made it possible to compare the attributes of the outstanding athletes with norms for boys of the same chronological age. They also made it possible to observe individual differences among athletes and from these differences to consider ways by which a weakness in one trait was compensated for by strength in another.

Related Literature

Despite the controversy over the desirability of inter-school athletic competition for boys in elementary and junior high schools during the past quarter century, few comparisons of the differentiating traits of athletes and non-athletes can be found in the literature. The majority of the reports available deal primarily with intellectual and academic achievements rather than structural, strength, maturity, and motor ability characteristics. The few comparisons of the latter type are presented in defense of or in opposition to interscholastic competition for these ages rather than as an attempt to determine causative factors in athletic success. Even the results reported in these studies are somewhat inconsistent and contradictory. No study was found which determined the compensating characteristics of athletes nor was one found which presented profiles of athletes based on the many traits related to athletic success.

Comparative intelilgence and scholastic ability of the athlete and the non-athlete have been disputed issues for many years. The results of studies are not in complete agreement on these issues. However, the evidence which does exist indicates that either there is no difference in scholastic success in high school and college between the athlete and the non-athlete or the athlete generally obtains higher scholastic grades than the non-athletes; furthermore, a greater percentage of athletes are prone to graduate. Only one study was found which favored non-athletes over athletes in scholastic performance.

To illustrate these observations, the following studies are briefly cited: After studying 100 high school athletes and a like number of non-athletes, Cook and Thompson (1) concluded that on the whole there appeared to be no justification for the assumption that boys who earned athletic letters differed significantly from other high school boys. Snoddy and Shannon (14) and Dore and Cooper (4) obtained similar results with high school boys. The latter authors also found that the athlete was more apt to graduate with his class. Jones (7) reported that high school athletes were signicantly more intelligent than non-athletes. With Rutgers University men, Fowlkes (5) found that the average grades of athletes were higher during their four years at the university than were the grades of non-athletes; also, a larger percentage of athletes received degrees than did non-athletes (5). In a study completed in England, Mumford (10) reported results which were quite decisively in favor of a greater degree of mental excellence for athletes. Similar results were obtained by Perry (11) with 100 athletes and 100 non-athletes.

Measures or determiners of maturity appearing in the literature vary from chronological age to analysis of bone growth through x-ray. Using the Crampton pubescent assessment technique as a determiner of maturation, Hale (6) found that the majority of Little League baseball players participating in the 1955 World Series were post-pubescent and not, as their chronological ages would indicate pre-pubescent. He also found that all but one of the pitchers were post-pubescent (and the exception was pubescent) and that all boys batting in "clean-up" (fourth) position were post-pubescent. Based on skeletal age assessments, Krogman (9) concluded that the Little League baseball players who competed in the 1957

*This study was conducted with data from the Medford, Oregon, Boys' Growth Study. Subsidization of the Growth Study was provided by the Medford Public Schools, Southern Oregon College, State Education Department, Athletic Institute, and the University of Oregon. Acknowledgments for testing assistance are made to the following University of Oregon graduates and Southern Oregon College undergraduate students: Dale Bates, David H. Clarke, James C. E. Harrison, Noel R. Hayman, Robert Irving, Boyd O. Jarman, Ronald Mauer, and J. Stuart Wickens. The Superintendent of Schools, Dr. Leonard A. Mayfield, and the Director of Physical Education, Lee Ragsdale, as well as Theodore Schopf, Southern Oregon College, are also recognized for their assistance.

World Series were, in general, older for their ages; these boys succeed, according to the author, because they are more mature, biologically more stable, and structurally and functionally more advanced. Petersen (12) reported that his outstanding athletes (most of whom are included in this study were significantly advanced in skeletal age as compared to non-participants in grades five through nine. In a study of Little League and Middle League baseball players, Skubic (13) concluded that boys chosen for these teams are physically and emotionally more mature than the other boys.

Seldom is the contribution of strength to athletic success questioned. At Pennsylvania State University, Wieneke (15) found that freshman athletes exceeded non-athletes on strength tests in 98 out of 100 cases. Petersen (12) concluded that strength was a consistent and significant differentiator of athletic ability; he also found that outstanding athletes were far superior in the standing broad jump. Digiovanna (2) reported similar results with college men.

Structure has been the subject of several comparisons between athletes and non-athletes, Petersen (12) concluded that the size of athletes as compared with non-participants was more significant at the junior high school than at the elementary school level; this was particularly true for the outstanding athletes. He also found that the body physiques of the subjects, as shown by their somato-types, follow a similar pattern. Krogman (8) measured 1048 boys and found the athletes to be significantly taller and heavier than the non-athletes. In his comprehensive study of college men, Digiovanna (3) substantiated the claim that factors of body structure, muscular strength, and explosive power are associated with athletic success. He also concluded that these factors are of varying importance in performance ability in different sports as indicated by the tendency for each sport to have its own unique pattern for success.

Procedures

Selection of Outstanding Athletes

In the Medford public schools, inter-school athletic programs are conducted in the upper elementary schools (5th and 6th grades only) and in the junior high schools. The sports included in these inter-school programs are as follows:

5th and 6th grades: tackle football, basketball, baseball, and track and field.

7th and 8th grades: tackle football, basketball, wrestling, and track and field.

9th grade: same as 7th and 8th grades, with tennis and golf added.

At the end of the sports' seasons, all coaches of elementary and junior high school teams engaged in inter-school competition rated the ability of each player on their squads on the following bases:

Rating of 3: Exceptional athletic ability; outstanding performer.

Rating of 2: Good, average player; makes first team and plays regularly.

Rating of 1: Out for the sport, but did not make first team or play regularly.

The number of 3-rated boys, the outstanding athletes included in this study, were as follows:

Upper Elementary School		*Junior High School*	
Age	*Number*	*Age*	*Number*
10 years	2	14 years	7
11 years	3	15 years	13
12 years	13		—
	—	*Total*	20
Total	18	*Grand Total*	38

A special problem existed in properly interpreting the profile charts of the twelve year old boys. At twelve years of age, some boys were in elementary school and some were in junior high school. As a consequence, those in junior high school were the youngest boys competing for junior high school teams, while those in the elementary school were the oldest boys competing for elementary school years. Thus, as shown in the above tabulation, the elementary school boys at twelve years of age had an advantage in being selected as outstanding athletes, while the junior high school boys at this age were at a disadvantage in achieving this selection.

Profile Test Items

The following 23 maturity, structural, strength, motor ability, and intelligence measures were included in this study:

Maturity: skeletal age.

Structure: body weight, standing height, McCloy's Classification Index, upper arm girth, calf girth, chest girth, hip width, and lung capacity.

Physique: somatotype.

Motor Ability: standing broad jump and 60-yard shuttle run.

Strength: left grip, back life, pull-ups, push-ups, Rogers' arm strength, Rogers' Strength Index, Rogers' Physical Fitness Index, upper body cable tension average (shoulder flexors and inward rotators, elbow flexors, trunk flexors and extensors), lower body cable tension average (hip inward rotators, flexors and extensors, knee flexors and extensors, and ankle dorsal flexors and plantar flexors), and cable tension average of all twelve of the above listed tests.

Intelligence: Otis Quick-Scoring Mental Ability Test (Beta Test, Form EM).

Profile Scales

In preparing a profile chart for each of the 38 outstanding athletes included in this study, norms were required for 23 variables at ages twelve, fourteen, and fifteen years. At ages ten and eleven years, two less scales were used, since the ranges of scores for push-ups and pull-ups at these younger ages were too limited to warrant the use of scales. Thus, a total of 111 scales were used in this study. For the most part, these scales were constructed by other investigators participating in the Medford Boys' Growth Study.*

In selecting the type of scale to be used for the norms, the percentile scale, the T scale, six-sigma scale, and Hull scale were considered. The percentile scale was discarded in favor of a standard-score type of scale, as the scale values are not equal throughout the range of scores, clustering close together around the median and spreading out at the extremities of the distribution. Since the T scale extends five standard deviations on either side of the mean, the 0 and 100 values are well out of the realm of probability; as a consequence, only the middle part of the scale (approximately 70 per cent) is usable in the interpretation of results. This scale was rejected in favor of one which would permit a greater proportion of the scale to be applicable in test score analysis. Conversely, the six-sigma scale was considered too limited, since it might not provide for extreme scores should they be present in the data. Since the Hull (H) scale provides for a distribution of scores for a distance of 3.5 standard deviations on either side of the mean, it would include most of the extreme scores, so was selected as the most usable scale.

Summary of Results

A test profile form was especially designed for use in this study. It contained H-score designations for each of the measures utilized. A profile of the scores made on these tests was drawn for each of the 38 outstanding athletes; thus, each profile allowed a pictorial observation of the athlete's status among boys his own age. Each profile was accompanied by a descriptive sketch of the athlete, including his H-scores, somatotype assessment, and other information obtained. Space does not permit the presentation of these many profiles, so resort is made to a descriptive summary. Due to the small number of cases involved in the sub-divisions of the subjects, no attempt was made to test the differences between means for significance.

*Acknowledgments are made to Charles Becker, Robert Clayton, and David H. Clarke.

Over-All Comparison

The average outstanding athlete as compared with the samples of Medford boys of their ages is portrayed in the accompanying profile chart. The average outstanding athlete was found to be well above the mean in skeletal age (H-score of 57). He was near an H score of 55 in all structural variables, with a range of 52 for hip width to 57 for height. This typical outstanding athlete had exceptional ability in the motor tests, with H scores of 62 in the standing broad jump and 61 in the agility (60-yard shuttle) run. Strength measures clustered close to an H score of 57, with a high of 61 in both Strength Index and Rogers' arm strength score and a low 53 in back lift and pull-ups. The average outstanding athlete was slightly above the mean in I.Q. with an H-score of 52 (this H score actually represented an I.Q. of 107).

As shown in the individual profile charts of the 38 outstanding athletes, the most consistent compensating variables were the motor ability, gross strength, and arm strength measures; the H score means were 61 and 62 for these tests. Indications of compensating variables follow.

Skeletal age. Twelve outstanding athletes (32%) were below the average of all subjects in skeletal age. Of these, the following were above average in other measures: all in speed and agility, ten in explosive power, eight in Physical Fitness Index, and seven in Strength Index.

Weight. Thirteen outstanding athletes (34%) were below the average of all subjects in weight. Those above the average in other tests were: ten in explosive power, nine in Physical Fitness Index, and seven in skeletal age.

Height. Eleven outstanding athletes (29%) were below the average of the other subjects in height. Of these, the following were above average in other measures: nine in agility run and Physical Fitness Index, eight in Strength Index, seven in skeletal age, and six in the majority of strength tests.

Standing broad jump. Seven outstanding athletes (18%) were below the average of all subjects in the standing broad jump. Of these, the following were above average in other measures: six in speed and agility and in the majority of strength tests, and five in Physical Fitness Index, Strength Index, the majority of structural measures, and skeletal age.

Agility run. Only five outstanding athletes (13%) were below the average of all subjects in the shuttle run. All of these were above average in sheletal age; and four were above the average in nearly all other tests.

Strength Index. Ten outstanding athletes (26%) were below the average of all boys in the Strength Index. These athletes were above average in the following tests: nine in shuttle run, eight in standing broad jump, six in height, and five in skeletal age.

Physical Fitness Index. Ten outstanding athletes (26%) were below average of all subjects in Physical Fitness Index. Of these, the following were above average in other measures: nine in shuttle run, eight in standing broad jump and height, seven in the majority of structural measures, and six in skeletal age.

Multiple Sports Athletes

Comparisons of the mean H scores on the various test items for athletes who were rated as outstanding in one, two, and three sports were made. The number of athletes in some of these categories is very small, as shown in the following tabulation: four sports, two athletes; three sports, three athletes; two sports, seven athletes; and one sport, 26 athletes. Because of the small number of athletes in some categories, the comparisons made are mostly descriptive rather than definitely indicative of true differences which exist. However, the comparisons may give some general idea of the qualities which are important at this high level of athletic success, especially where a consistent pattern of results exist.

The average skeletal age H-score was 73 for the two boys rated as outstanding in four sports. For the structural measures, most of the mean H scores clustered around 60; two much higher means were found, however, 73 for lung capacity and 69 for height. These boys were tall for their weights (69 vs. 61). The motor ability H score means were very high, with a 78 for standing broad jump and 66 for the agility run. With the exception of back lift, the mean strength H-scores ranged from 59 for left grip to 86 for lower-body strength; other exceptional means were 76 for cable-tension average strength, 74 for leg lift, and 74 for Strength Index. The intelligence quotients were also high, with an H score mean of 64.

The three athletes who were rated as outstanding in three sports were near the mean of all boys in skeletal age (49). The mean H scores for four of the structural measures were high, 59 for upper arm girth and calf girth and 58 for chest girth and lung capacity; the means of the other structural measures clustered around 50, with one low mean of 43 in height. These boys were heavy for their height (52 vs. 43). This group had very high H-score means of 72 in the agility run and 62 in the standing broad jump. Only two strength measures for these athletes averaged less than 62; they were 59 for left grip and 51 for back lift. The very high means were 72 for Physical Fitness Index and 70 for Strength Index. Their I.Q. average was high with an H score of 62.

The seven athletes who were outstanding in two sports had an H-score mean of 58 in skeletal age. Most of the structural measures were clustered around an H score of 60; the highest mean was 67 for height and the lowest mean was 54 for upper arm girth. The motor ability measures for these boys were very high with H-score means of 68 in the standing broad jump and 61 in the shuttle run. The strength measures for this group ranged from an H score of 51 for the pull-ups to an H-score mean of 66 for lower-body cable-tension strength. Other high mean scores were 63 for Strength Index and back lift and 62 for cable-tension average strength. The intelligence measure had a mean of 54 .

The 26 athletes who were outstanding in one sport only had an H score mean of 57 for skeletal age. All means of the structural measures for this group were between 53 and 55 inclusive on the H scale. Both motor ability measures had H-score means of 60. The highest H score strength mean was 60 for lower-body cable-tension average; the lowest was 54 for back lift and Physical Fitness Index. These athletes had an I.Q. H score mean of 45.

Comparison of Sports

Comparison by sports of the mean H scores on the various test items for the 26 athletes who were rated as outstanding in one sport was also made; as before, the H score values on this table represent the performances of all boys at the ages included in this study. Six of these athletes were outstanding in basketball and five each were outstanding in football, baseball, track and field, and wrestling.

The football players were found to be the most mature group, followed by the wrestlers, track and field participants, baseball players, and basketball players. The football, wrestling, and track and field athletes were well above the average for all subjects, with mean H scores of 66, 60, and 58 respectively. The baseball and basketball athletes had means of 53 and 48.

The football players were definitely superior in structural measures; the H-score means ranged from 66 for hip width to 77 for lung capacity. The ranges of H-score means for the other athletic groups were comparable, mostly between 48 and 58, except for somewhat lower means of the wrestlers. This latter situation is understandable when it is realized that

wrestling provides for weight classifications, thus requiring from small to large participants. The track and basketball athletes had the highest H-score height means; in both instances, too, their mean H-score weights were considerably lower than their heights. Of these four groups (not considering football), the baseball players had greater calf girths and the wrestlers had greater arm girths; the wrestlers were heavy for their height, while the relative height and weight of the baseball players was nearly the same. In terms of H-score means the track athletes had the smallest calf girth; the baseball players, the lowest lung capacity; the basketball athletes, the smallest arm girth; and the wrestlers, the shortest height.

The one-sport outstanding athletes in all five sports had consistently high H-score means on the motor ability tests. The highest mean was 66 for the track athletes on the 60-yard shuttle run; the lowest mean was 56 for the baseball players and wrestlers on the shuttle run and for the football athletes on the standing broad jump.

The larger football athletes were much stronger than the athletes representing the other sports; in fact, their lowest H-score mean of 60 for the Physical Fitness Index (achieved despite their greater weight) was still as high as the highest mean for the other sport groups. The highest H-score means achieved by the football boys were 83 for lower-body strength, 80 for cable-tension strength test average, and 78 for Strength Index. The track athletes and wrestlers had comparable H score means ranging from 50 to 60. The lowest and highest means for the track athletes were 52 in the leg lift and 60 in grip strength; for the wrestlers, these means were 50 in back strength and 60 in Physical Fitness Index. The baseball and basketball athletes had the lowest H-score means. The lowest and highest means for the baseball players were 43 in Physical Fitness Index and 55 in lower-body strength; for the basketball boys, these means were 47 in left grip and 54 for upper-body strength, back lift, and Strength Index.

The basketball players had the highest H-score mean in I.Q. (54), followed by the large, powerful football players (52). The one-sport outstanding athletes in baseball, track, and wrestling were all well below the average for the whole group in this intelligence measure with H-score means of 43, 41, and 38 respectively.

Conclusions

Due to the small number of cases in some of the sub-divisions employed in this study, generalizations must remain tentative. With this understanding, the following conclusions are presented.

1. In all instances, the H-score means of the 38 outstanding athletes were above the mean for all boys of their respective ages; the lowest mean was 52 for both hip width and intelligence quotient.

2. The most distinctive characteristics of the outstanding athletes in all sports were their high H-score means on tests of explosive power (standing broad jump), speed and agility (60-yard shuttle run), gross strength (Strength Index), and arm strength (Rogers' score). Of less importance, but still with high means were skeletal age, height, and all measures of muscular strength but back lift.

3. The standing broad jump, shuttle run, Strength Index, and Rogers' arm strength score were most frequently observed as compensating variables for apparent deficiencies when found among the outstanding athletes. Illustrations of the manner in which such compensations take place are:

   a. Small outstanding athletes, who, as a consequence, were also handicapped in the standing broad jump, compensated for these limitations with superior speed and agility, relative strength (Physical Fitness Index), and arm strength.

   b. Usually below-average athletes in skeletal age were also smaller in body size; these boys, however, compensated for these deficiencies by greater strength and motor ability.

4. The most prevalent somatotypes among the 38 outstanding athletes were found as follows: 13 mesomorphs, 12 mid-types, and 10 ectomorphs. No endomorphs and only three endo-mesomorphs were found.

5. Compared with the three-, two-, and one-sport athletes, the four-sport outstanding athletes were more mature, had larger bodies, had higher scores on the motor ability tests, were much stronger, and had higher intelligence. The rank of most measures for the other groups was in the order of three-sport, two-sport, and one-sport athletes.

6. In comparing the characteristics of 26 athletes who were rated as outstanding in one sport only, the following observations may be made:

   a. *Football.* These athletes were definitely superior to the other athletic groups in skeletal age, all structural measures, and all strength measures.

   b. *Basketball.* The basketball athletes were generally superior to the other athletic groups in height, speed and agility, and intelligence; they were tall for their weight.

   c. *Track.* These athletes were superior to the other athletic groups in speed and agility; they also exceeded most of the other athletic groups in height and explosive power; like the basketball players, they were tall for their weight.

   d. *Baseball.* The baseball athletes were higher than the other athletic groups in explosive power; otherwise, their scores on the various tests were generally mediocre.

   e. *Wrestling.* The wrestlers had high relative strength, equal to the Physical Fitness Index H-score mean of the football players; these athletes, as a group, had low means on structural measures, but had excellent explosive power and strength for their size; they were heavy for their height.

7. It is difficult to generalize relative to the typical physical type of the various athletic groups for the ages included in this study. However, for the small number of one-sport athletes, the following somatotypes were found for the different sports, track and basketball, mostly ectomorphs; football and wrestling, mesomorphs and mid-types; and baseball, mid-types and mesomorphs.

8. A unique situation existed relative to the structural measure of hip width. This measure had a consistently low H-score mean among the athletic groups. Frequently, the smaller hips seemed to be associated with mesomorphic physiques, which give the athletes a "wedge-shaped" body build.

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The Basic Factors Involved As Qualifications For Men Teachers Of Physical Education

James R. Hean

THE OFFICIALS TO whom the American public has delegated the responsibility for securing teachers for its schools, whether they are known as school boards or boards of education or by some other name, take seriously the task of obtaining the best possible personnel for their respective educational systems. To do this well, they usually evaluate candidates by certain concrete, thought possibly unwritten, criteria. Within a year or two you young men will probably face such an evaluation, as you apply for teaching positions. With that in mind, and for your own critical self-analysis, we'd like to give you briefly those factors which we feel are the most highly rated in any employer's appraisal of prospective physical education teachers. We believe there are three basic criteria involved: preparation, experience, and the person himself.

Let's consider this concept of preparation. Your years at this institution represent that factor, and may be all that you will ever obtain. (We hope some of you, however, will go on to do advanced work.) The program of instruction has been directed toward giving you a good background of knowledge in physical education and related fields, as well as an apprecaition for and an understanding of other areas of knowledge. It may be that we have delimited our teaching too much, presenting material from the ideal, rather than the real-life, viewpoint—it is quite conceivable, for example, that you may have to teach science or history as well as physical education, coach teams in several sports, conduct square dances in the evenings for the adults, and serve as treasurer of the P.T.A.—but on the whole we think your preparation has been adequate for the positions you will find available.

Quantitatively, then, your preparation has been about equal. Qualitatively, however, as measured by your scholastic achievements, there are varying degrees of success. Those whose academic records are superior will have the advantages, certainly, just as a coach whose teams are winners commands more respect, other things being equal, than one whose products are perennial cellar-dwellers.

The second main factor, experience, is one which young graduates unfortunately do not possess. Unfortunately, both because employers hold it in high esteem, and because it is such an important element in success. Some things can be acquired only under the challenge of an actual teaching situation: perfect mastery of material, ease in presentation, best methods of instruction, control of class behavior, and the like. Your first jobs, then, may be rather rough going, but the "experience under fire" which you will endure will be to your advantage later on.

What now, of this other factor, the person himself? One's prepartion can be evaluated by an investigation of the transcript; experience may be certified by recommendations from previous employers; but not all of the various facets of this personal criterion are easily measurable. Some are quite apparent; others may have to be inferred, or measured indirectly. Yet employers attempt in some fashion or other to weigh them all.

(A five-minute address delivered to a class of undergraduate students, majoring in physical education.)

Let me mention a few of the more broad areas of this category. Mental ability and stability is certainly one of these. Measured somewhat by scholastic achievement, it implies yet more: broad interests and understandings, mastery of the communicative skills, a balanced emotional life. Coupled with this intellectual phase, and especially necessary in our field, is physical vigor and positive health. We can conceive of physical education teachers of varying sizes, ages, and types, but one afflicted with general debility and scrawny in appearance would have a hard time convincing others to do what he, apparently, had not done! Good posture, a clear commanding voice, a vitality in presentation—these are essential by the very nature of the things wet each. In fact, if there is any one personality factor that is most vital to a physical education teacher, it is enthusiasm; unbounded, animated, optimistic enthusiasm. We won't suggest that it takes the place of knowledge of material. or of skill in teaching methods, but it certainly will compensate for some inadequancies in your other qualifications.

Personality often seems to be such an intangible thing that we may well question whether a complete evaluation is ever placed upon it. We do know, though, that insofar as it is possible certain "good" personality traits are sought in the teacher: friendliness, helpfulness, understanding, adaptability, sense of responsibility, maturity, sincerity, character. I'm not sure that I can even tell you how to achieve these, but if those school board members whom you face think that you possess them to a worthy degree, they will look with favor upon your application.

There are some localities where extreme emphasis is placed upon criteria which generally are of slight importance. In some, a specific religious or political affiliation may be required; elsewhere, a happily-married status is desired; adherence to a restricted social life may be deemed essential; you may or may not be expected to be a home-town product, come from a certain social class, or be a particular race. Over some of these factors we obviously have no control; if a conflict arises from such a situation, we simply must seek elsewhere for a job. By and large, however, we believe that these items are of little significance when compared to our original theme. Adequate preparation, successful experience, and a vigorous, enthusiastic, well-rounded personality are the basic qualifications for good teachers of physical education.

A Suggestion

The secret of contentment is the discovery by every man of his own powers and limitations, finding satisfaction in a line of activity which he can do well, plus the wisdom to know that his place, no matter how important or successful he is, never counts very much in the universe. A man may very well be so successful in carving a name for himself in this field that he begins to imagine himself indispensable or omnipotent. He is eaten up by some secret ambition, and then good-bye to all contentment. Sometimes it is more important to discover what one cannot do than what one can do. So much restlessness is due to the fact that a man does not know what he wants, or he wants too many things, or perhaps he wants to be somebody else, to be anybody except himself. The courage of being one's genuine self, of standing alone and of not wanting to be somebody else!

—Lin Yutang

Professional Laboratory Experiences for Prospective Physical Educators

Joseph G. Dzenowagis

TEACHER EDUCATION INSTITUTIONS preparing men and women for careers in Physical Education can vastly improve their programs of professional preparation by providing their students a wide variety of professional laboratory experiences.

A professional laboratory experience may be defined to include any campus or community experience with children, youth or adults which helps the student either through observation, participation or teaching to acquire a better understanding of individuals, to acquire a better understanding of the teaching-learning process, to improve his own physical skill in activities and to add to his knowledge of sports, physical education and recreation activities.

Unique opportunities for meeting the goals of professional laboratory experiences lie in every college and university and the surrounding communities. The following areas should be thoroughly investigated for opportunities that can enhance the professional preparation program:

1. The professional education program
2. The physical education instruction program
3. The intramural program
4. The interscholastic sports program
5. Campus activities
6. Off-campus programs

Over and above the experiences of the formal curriculum including student teaching, there are many opportunities in the professional education program of benefit to the student. The student should be encouraged to attend local, state, regional and national conventions. He should be permitted to assist faculty members in skills testing, in service and professional courses, and to help in the adapted sports program. Field trips should be made available to other colleges and universities and to public and private elementary and secondary schools, particularly to new schools for observation purposes. The student should be urged to attend and participate in coaching and officiating clinics, dance symposiums and playdays. Membership in men's and women's professional fraternities and participation in their projects and activities should be encouraged.

The student can gain valuable experience in the service program by serving as a cadet teacher, by helping in the conduct of foundation and orientation courses and by being given freedom to observe the teaching and coaching techniques of seasoned teachers of physical education as well as recreation leaders in the college community.

The student should be given the opportunity to practice officiating in intramural contests and by special arrangement with opposing schools to officiate, time or score and spot in certain interscholastic sports. He should be encouraged to participate in a variety of intramural contests, not only those in which he is proficient, and be given the opportunity to serve in the capacity of an intramural activity supervisor.

In his capacity as a physical education major, the student can contribute his special skills to the college by assisting in certain activities which are offered by the college for the benefit of the student body or faculty while gaining invaluable experience at the same time. He can help organize and administer the recreation programs for off-campus groups which are offered the use of college facilities. He can assist in the organization, supervision and instruction of group recreational activities such as a faculity recreation program during the noon hour, student and faculty family recreation programs or special weekday afternoon or Saturday morning recreational activities for the children of the community.

He should be encouraged to take full advantage of the cultural events offered on campus such as the Lecture-Concert Series, to participate in student government organizations and student club activities such as dramatics, speech and music and sports clubs such as the volleyball club, soccer club, judo club, weight lifting club, and dancing clubs. In short, the student should be guided into availing himself of all the benefits which may be culled from broad contacts and experiences outside the professional preparation program.

The character of the community in which a college is established will govern the nature and extent of off-campus activities and programs which are potentially valuable laboratory experiences. In every community there are many agencies which might welcome assistance in planning and conducting activity programs while providing leadership activities for students or opportunities for student observation. At the very least, every community has schools in which

P.T.A. meetings are held regularly. Observation of these meetings and programs can provide a valuable insight into community affairs. The YMCA, the YWCA, Boy Scouts, Girl Scouts, the public school in need of assistance for noon hour or after school recreation programs, church centers, nursery schools, settlement houses, special schools, adult recreation and senior citizen recreation programs, summer camps for children and park recreation programs can provide excellent pre-service preparation. Opportunities for work with the Conservation Department and the firearms safety program and in the Red Cross program in the areas of swimming, first aid, and small craft safety all contribute toward the goals of professional laboratory experiences.

Are the benefits derived by the student commensurate with the vast amount of work necessitated in establishing a program of professional laboratory experiences? What are some of the gains or outcomes derived from these experiences?

1. The student is helped to relate educational theory to practice, subject matter courses to elementary school, secondary school, and other agency practices, to implement basic ideas and concepts discussed in professional courses.

2. He is helped to develop skill in observation and an awareness of behavior patterns and their implications for teaching; he is helped to understand the development of children.

3. He is helped to relate himself to the college, to the school, and to the community and to meet his personal and professional needs.

4. Early in his career the student has been given the opportunity to feel a part of the profession and has been given a taste of the role of the teacher, and perhaps most important of all to the students, he has been helped by the variety of his experiences to decide upon a teaching level.

Consideration of the following principles can help to properly utilize professional laboratory experiences:

1. The nature and extent of the professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be part of the guidance program within the department.

2. Professional laboratory experiences should provide guided contact with individuals of differing abilities, maturity levels and social-economic backgrounds in order to contribute toward a functional understanding of human growth and development.

3. The professional program should be so designed as to afford opportunity for responsible participation in all the important phases of a physical education program as it relates to activities both in and out of the school.

4. Professional laboratory experiences should be integrated with other phases of the professional preparation program.

5. All staff members should have some share in contributing to the successful use of professional laboratory experiences.

Some suggestions for implementing these principles are:

1. The appointment of a professional co-ordinator to develop, organize and coordinate the use of professional laboratory experiences.

2. Preparation of a booklet to facilitate and encourage students in planning independently for professional laboratory experiences. This booklet could enumerate and describe potential laboratory experiences, clarify their purposes, give appropriate information concerning opportunities with individuals and groups and include a record form to be maintained by the student and filed in his permanent folder. This record could be filled in by the student at enrollment time under the guidance of his academic adviser.

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MY COACH AND I

S. J. Picariello

My coach and I seldom see "I" to "I."

My coach demands perfection which perplexes and benches me.

My partaking in locker-room frolics, foregoing prepractice preparation adds to my woes.

My coach is pained and losses more of his stained-thin hair.

My games I look forward to are marred with drills, drills, daffy drills, I see and moan in my dreams.

My coach is hurt when games are lost, by remarks, he is to blame for teaching not-fundamentals.

My realization now these charges are false and it is I who am to blame.

Polaroid-Land Goes to Class

Anne F. Millan

THE WHOLE REALM of photography offers new approaches to measurement, research, and public relations. The Polaroid-Land camera and its special film provide physical educators with a potent measuring device. Each type of camera (still, rapid-sequence, motion picture) opens up a new avenue to visual physical education. The Polaroid-Land equipment has special functions; let's examine them.

Polaroid, Time Saver

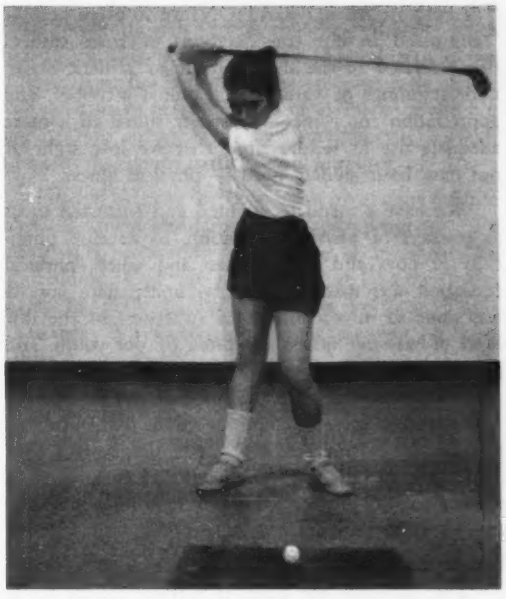
Instructors of body mechanics, golf, and archery can profit immensely by using the Polaroid camera as a measuring device. The student views his own skill performance ten seconds after performing. The instructor has, at once, a permanent record on which to base subsequent teaching and grading. In case there is need for a retake, such can be made on the spot, without waiting for the old fashioned photographic procedures. Polaroid serves best where time is at a premium.

When To Shoot?

Knowing how and when to photograph are important if we are to make fullest use of the medium. Generally, the posture picture taken on the day of the FIRST body mechanics lesson is the most valuable. This photo serves as a basis for determining growth and improvement. The form picture in archery, however, is of greatest value when taken after the teaching and practise of the basic steps are accomplished. This procedure reveals individual weaknesses and provides real, individual motivation. In photographing golf skills, the instructor must decide at what point a picture is needed. If the instructor wants form photos of putting, swinging an iron, swinging a wood for grading purposes, then the picture is taken at the conclusion of the course. If the instructor wants to point out form errors, then a photograph is most helpful following a few lessons in the fundamentals of the swing. In any case, the instructor can SEE, in one ten-second picture, what many obesrvations would show. Furthermore, the record is permanent.

How To Start

Armed with camera, film, tripod, light meter,



and stopwatch, the teacher is ready to shoot. The following standard conditions are suggested for use with all Polaroid cameras supplying a 3¼x4¼ print.

POSTURE PICTURES

Two subjects may photographed on the same print.
Tape footprints on the floor.
Distance from center of lens to floor: 36"
Distance from lens to subjects: 9'

GOLF SWING PICTURES

Use cocoa mat to tee up ball indoors.
Distance from center of lens to floor: 37"
Distance from lens to subject: 10'
Snap picture at top of backswing.

ARCHERY FORM PICTURES

Center of lens to floor distance: 37"
Lens to subject distance: 10'
Snap picture at full draw or at release.

The photos provided via these projects supply the teacher with the objective evidence needed to teach better and to grade wisely. The photograph provides a "person-to-person" kind of instruction so vital to individual activities. Let Polaroid go to your class!

ADOLESCENCE

When children start to bring up their parents.

BEAUTY PARLOR

A place where men are rare and women are well done.

WORKING GIRL

One who quit her job and got married.

SUMMER

The season when children slam the doors they left open all winter.

Our Pressing Challenge — Activate the Activity Program

John E. Nulton

IN PHYSICAL EDUCATION, we so often become engrossed in our considerations of basic student needs related to the development of athletic skills, understandings of various recreational activities, and appreciation for games and sports suited to a more adequate use of leisure time, that we lose sight of our most basic student need — physical fitness.

We have a mandate, granted and entrusted to us as teachers of physical education, to develop physically fit boys and girls. When and where physical education was made mandatory, under state law, it was done so in reaction to an awareness of the low level of physical fitness exhibited by our youth, and in an effort to insure that the situation would be improved. In keeping with the spirit of this legislation, we must keep uppermost in our minds that improved physical fitness must result if our programs are to be judged as satisfactory. In-so-far as the intent of the compulsory physical education requirement is concerned, all other outcomes of programs assume secondary importance.

The demands for physical activity placed upon our youth, by the society in which we live are indeed small in comparison to their needs for the development and maintenance of physical fitness. Unfortunately, in many schools, the demands for physical activity within the physical education program are also alarmingly small. Instead of offering more active activity programs, we tend to provide ones that require less activity. When we allow this type of physical education program to develop within our schools we subvert the covenant entrusted to us by our citizens.

We must constantly strive to provide experiences within our activity programs that will insure maximum participation on the part of the greatest number of students possible. This is not the easy course to follow. Providing activity requires a great deal more work, attention, motivation and supervision than that required to present an inactive program. It is a far simpler proposition to activate a few students while the large majority either sit or stand around and watch, than it is to establish a program of maximum activity and keep it motivated.

Some Danger Signs

There are certain definite signs of the existance of an inactive activity program, that should be identified and recognized. If they exist in your physical education program, they might well be regarded as signs of too little physical activity to develop minimum physical fitness.

(1) Are there great numbers of your boys and girls who are obviously over-weight?

(2) Is there an obviously large number who cannot either jog a reasonable distance or carry out calisthenic movements for a reasonable length of time without demonstrating obvious signs of cardio-vascular and respiratory distress?

(3) Is there such a variety of sports skills and other activities offered, or is so much attention given to the performance techniques of the ones presented, that a great amount of period time is consumed in rules discussions and playing situation demonstrations?

(4) Do the activities offered involve all of the available students in active participation, or does the program consist of activities that allow the majority to loaf and spectate while a few get the exercise?

(5) Does the program require of the students that they merely participate, in the activities in order to receive a passing mark, or mst they achieve some level of skills and physical achievement?

The inactive physical education program seems to develop out of two situations. In one we find that the individuals concerned with the development of the program are so preoccupied with skills instruction and development that they devote their energies to working on these matters, with great enthusiasm and consumption of time. They are more concerned with developing a high level of understanding and appreciation, rather than participation. Their programs are skill-centered rather than physical fitness-centered.

The other type of inactive physical education program usually grows out of situations where the dominant interest of the instructors and administrators is focused on the school's athletic program, rather than the over-all physical education program. Such programs are characterized by a general laxity of organization and administration, and a noticeable lack of interest and enthusiasm on the part of the instructors and students, for the physical education program. Such programs usually follow the major sports seasons, and are poorly supervised and organized by instructors who are engrossed in planning for their after school practices and games. Where this is the case, only the most enthusiastic students get sufficient exercise to either develop or maintain any degree of physical fitness.

Some Solutions

There are all kinds of arguments that are advanced to defend practices of inactivity; classes are too large, not enough equipment, poor or inadequate facilities, lack of administrative interest in program, demands of extra curricular assignments too great, indiscriminate scheduling and grouping of students, etc. There is no denying that such situations do exist

and that they can be extremely discouraging. In such circumstances it becomes easy to adopt a negative approach to the program, and degenerate in spirit and enthusiasm. This, unfortunately, has been the reaction many physical education people have taken, in these circumstances. It has resulted in the offering of minimum programs, of long duration, based on low-organizational play activities.

Reacting thus to the problems that confront us in our physical education teaching situations can never lead to the improvement of the circumstances. When we become demoralized and discouraged, our students react likewise. The ultimate reaction of the school administration and the citizens in the community can be no different.

If we are to encourage a better understanding of the worth and merit of physical education, we must do it by working above our immediate circumstances and teaching limitations. We must find ways and means of providing a program that incorporates the maximum amount of participation possible within the existing time and space limitations. We must be resourceful and imaginative in our planning and program administration. We must seek to minimize the types of activities that encourage low levels of participation, idleness, and limited muscular activity. We must constantly strive to involve the maximum number of students possible in any physical activity we utilize, in such a way that they are physically active. We must make maximum use of as many of the big muscle type activities in our programs as we can adapt to maximum participation purposes.

Finally, we must strive to establish certain definite physical fitness standards within our programs. We must work constantly toward the achievement, on the part of all of our students, of at least minimum levels of performance in relation to these fitness standards. We should require the meeting of these fitness requirements as an integral part of the students requirement for passing his course in physical education, much the same as students in such subjects as science, mathematics and english are required to achieve certain minimum standards in order to receive a passing mark.

MY TESTIMONIAL

How do I know that my youth is all spent?
Well, my Get Up and Go has got up and went.
But in spite of it all, I am able to grin,
When I think where my Get-Up has been.
"Old Age is Golden," so I've heard it said;
But sometimes I wonder when I get into bed,
My ears in a drawer, my teeth in a cup,
My eyes on the table until I wake up.
Ere sleep dims my eyes, I say to myself,
"Is there anything else I should lay on the shelf?"
And I'm happy to think as I close the door,
"My friends are the same, only just a few more."
When I was young, my slippers were red,
I could kick my feet right over my head.
When I grew older, my slippers were blue,
But still I could dance the whole night through.
Now, I am old, my slippers are black,
I walk to the corner and puff my way back.
And the reason I know that my youth is all spent
Is, my Get Up and Go has got up and went.
But I really don't mind, when I think with a grin,
Of all the grand places my Get Up has been.
Now since I've retired from life's competition,
I busy myself with complete repetition.
I get up in the morning and dust off my wits,
Pick up the paper and read the "Obits."
If my name is missing, I know I'm not dead,
So I eat a good breakfast and go back to bed.

—Theodore P. Bank

Participating in Required Activity Classes

R. C. Owens

AS WE REVIEW the history of our athletic program, we find that intercollegiate athletics were started on a voluntary basis by those students and faculty members who were interested. These sports were not considered a part of the regular school program. Students who participated in these sports were required to attend all classes.

Since that time many changes have been made in the growth and development of schools. One is the growth of the Department of Physical Education, and its required activity program. Another is that within the last twenty-five years or so, intercollegiate athletics have become a major part of the total program.

The building of larger stadiums and gymnasiums, better track facilities, more careful selection of players and long hours of practice have called for top performance from participants in intercollegate athletics. Many colleges and universities have scholarship requirements for intercollegiate participation. Some activities of the required program consist of several major sports. The question has been asked, "To what extent do students taking part in a major sport, such as football, basketball, track and field, participate in the required physical activity classes?" With that in mind, this survey was made in an effort to determine the current practices of the various colleges and universities. A questionnaire was sent to colleges and universities throughout the United States, asking for this information.

It was felt that the information obtained in this survey might assist colleges and universities in their efforts to plan more carefully and effective programs for athletes, and that certain trends and practices would be indicated.

Purpose:

The purpose of this survey was to determine the current practices of various colleges and universities relative to the extent to which members of varsity teams participate in required activity classes during the season of their sport.

This survey is limited to the required physical activity program in those colleges and universities which engage in one or more major sport.

Statement of the Problems:

1. Problem one—Must athletes attend required activity classes during the season of active participation in a major sport? Yes___ No___
2. Problem two—If the answer is "yes" please indicate (according to the sport) the specific activities the athletes are asked not to participate in during the class period.
3. Problem three—Please indicate what effect you believe any participation, in the specific activities listed in Question No. 2, would have on the athletes' performance in the major sport.

Methods and Procedures:

A questionnaire was sent to one hundred leading colleges and universities throughout the United States. The aim was to include a college or university in many of the major and minor conferences which engage in one or more of the major sports. It was assumed that each school has a required or elective course in physical activity. These schools do not necessarily offer a major or minor in physical education.

Seventy-four questionnaires were returned out of the one hundred that were sent out. Fifty schools reported "No." Sixteen schools reported "Yes." Eight schools reported, "No required physical education program."

1. Problem One—Must athletes attend required activity classes during the season of active participation in a major sport? Yes___ No___

Summary of Problem One:

In general the practice is that athletes are excused from activity classes during the season of participation. These athletes must register for physical activity classes and report back to class when the season ends.

The time factor was the main reason why these athletes were excused, and it is assumed that the beneficial values gained from major sports were the same as those gained in activity classes. Therefore, this time could be used for study. They stated that it is unwise from the physical and educational point of view to require duplication of activities found in major sports and activity classes.

Athletes may substitute sport activities for required activity classes and receive credit.

2. Problem Two—If the answer is "Yes" please indicate (according to the sport) the specific activities the athletes are asked not to participate in during the class period.

Summary of Problem Two:

In general the activities in the average physical education class would have no serious effect on the athlete's performance in his major sport.

Swimming is the only activity which more than

one school objected to their athletes participating in during their sport season.

3. Problem Three—Please indicate what effect you believe any participation in the specific activities listed in Question No. 2, would have on the athletes' performance in the major sport.

Summary of Problem Three:

Because of the nature of swimming, it is felt that it would cause too much fatigue in the individual and reduce athletic performance in a major sport.

The athlete's performance would depend on how and to what extent he participated in physical education classes.

In general, athletes who are required to attend classes are allowed to take it easy (by the instructor) on day of game—this is no policy.

Findings:

1. Colleges and universities throughout the United States accepted the practice of excusing athletes from activity classes.
2. Swimming is the only activity which more than one school objected to their athletes participating in during their sport season.
3. The values gained from sports were the same as those gained from activity classes. Therefore, students could use the activity period for study.

T-h-i-n-k S-a-f-e-t-y A-l-w-a-y-s

SAFETY IS UP TO YOU!

.....T.....AVOID taking unsafe chances—keep a safe distance behind the car in front of you.

.....H.....OBSERVE the GOLDEN RULE while driving—be thoughful and courteous always.

.....I.....SLOW down at sundown—death rate 2½ times higher at night.

.....N.....THE LIFE YOU save may be your own—your wife or child.

.....K.....DID YOU KNOW! At 60 miles speed—you travel 88 feet *each* second. The majority of wrecks happen in *two* seconds.

Safety is everyone's responsibility

From AAHPER 1961 Proceedings

"Father, thou knowest I am growing old. Keep me from becoming talkative and possessed with the idea that I must express myself on every subject. Release me from craving to straighten out everyone's affairs. Keep my mind free from the recital of endless detail. Give me wings to get to the point. Seal my lips when I am inclined to tell of my aches and pains—teach me the glorious lesson that occasionally I may be wrong—make me thoughtful but not nosy, helpful but not bossy. With my vast store of wisdom and experience it does seem a pity not to use it all, but thou knowest, Lord, that I want a few friends in the end. Amen."

—Approved

Your Students' Health Research Projects

Vito D'Orio and Richard Flanagan

SCIENCE TEACHERS REFER to the instruction as "Human Conservation," while Health and Physical Educators call the subject Hygiene or Health Education. Both are interested in presenting information to students that will develop proper attitudes and behavior about the health of their body, the health of their family, community and the nation.

Most of the present science textbooks and courses of study in the upper elementary, junior high and general science as well as biology and chemistry contain units or chapters on phases of health education. Similarly, a number of articles in science education journals contain material for health. The *National Science Teacher,* N. J. Science Teachers *Bulletin* and *School Science and Mathematics* regularly carry health articles. Many sectional meetings of the National Science Teachers Association as well as regional and state gatherings are devoted to health problems and materials.

The effort of science teachers in health has resulted in many health projects being developed in the National Science Projects as wll as others on a state and regional level.

The National Science Teachers Association, through the efforts and leadership of their executive secretary, Dr. Robert Carleton has developed a nationwide science talent search. Awards, prizes and expense paid trips are available to students for developing science research projects. About 15 - 20 percent of these projects are in the area of health education.

In the New Jersey Science projects and fairs last year 38 out of 223 projects at the Greater Newark Science Fair were in the area of health research. At the Central Jersey Fair sponsored by Rutgers 41, out of 299 projects were in the area of individual or community health. Top award at the Newark Fair was won by Charles Lacefield, of Irvington High School, with his project about "Air Pollution and Smog". This might well be a topic in a community health unit. Charles had his project on display at the National Science Teachers Association's annual meeting in Washington, D.C. last March as well as being demonstrated at the N. J. Science Teachers Association meeting in Atlantic City in November and the American Association for the Advancement of Science in New York City during the Christmas recess.

Other projects represented at Rutgers and Newark in the area of health education included research about digestion, circulation, teeth, muscles, effects of tobacco and alcohol, types of cigarette filters, construction of models of the eye, ear and other organs, various types of diets and their effects on mice and hamsters as well as projects about diseases like polio, TB and cancer and micro-photography.

Industries concerned with health products have been helpful by supplying top health scientists to act as judges. Research leaders from Johnson and Johnson, Hoffman-LaRoach, Merck, E.R. Squibb, Du Pont and Central Scientific Laboratories have evaluated students' projects. These industries have also supported the fairs in New Jersey by providing students with science equipment and other materials. There are also talks and films about health and other phases of science for the students during the judging of the projects.

Why not make plans to enter your student health projects and material in the regional and state science fairs? They are being conducted in 35 states now with more and more being developed. Information can be had from the science department in your school or from Dr. Robert Carleton, executive secretary, National Science Teachers Association, 1201 16th Street N.W., Washington D.C. Valuable cooperation between the health and science department can result from these projects as well as a wonderful experience for your students. Encourage your top students to participate in the science fairs with their health research projects.

Christmas Greetings

The Editor, the Business Manager, and the members of the Editorial Board extend Holiday Greetings to all of our readers, along with best wishes for a very Merry Christmas and a Happy, Healthful, and Professionally Prosperous New Year! May everything good come to you and yours!

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education. in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, Ripon College, Ripon, Wisconsin.

Indoor Instruction in Track and Field: Part I

Teaching an individual activity such as track and field to large classes poses many problems for the instructor. One of the more difficult problems he must contend with is the limited amount of time available for individual instruction. Even with student assistants to help, the instructor has an insufficient amount of time to provide the individual attention that is required for effective teaching. As a result a pattern commonly followed when teaching track and field skills is to divide a class into groups and assign each to a station such as the shot put area, broad jump pit, high jump pit, or dash and running area. After a predetermined amount of time for practice at the area a signal for rotation is given and each group goes to another area. While this organization is sound for practice, it should be preceded by instruction and controlled practice in the skills which are used.

Indoor Track Instruction.

Many of the track and field skills that are included in a track unit can be taught and practiced indoors with the entire class working on the same skill at the same time. The objectives of indoor instruction are (1) to teach the correct form for performing each of the skills, (2) to provide enough drill to set the correct form in the minds of the students, and (3) to correct gross errors in early performance. Among the skills which can be taught indoors are the running high jump, the running broad jump, the standing broad jump, the shot put, the sprint start and the low hurdles.

Because of the restrictions imposed by limited indoor facilities the practice of most of the skills is with submaximal effort. This, however, does not negate the vlaue of indoor track instruction. While the real excitement and challenge in track and field activities is in competing with one's own record or with the performance of others', preliminary instruction and practice are essential prerequisites. Limiting the number of trials in practicing a single event or skill will obviate some of the problems which might arise in connection with the maintenance of interest during instruction.

If the teacher provides basic instruction indoors he will be able to use his rotating system of practice more effectively outdoors. In addition he has at his disposal a means for continuing his track and field unit when the weather is inclement and the class is forced to remain indoors.

Organizing the Class.

A convenient though not infallible means for grouping the class is to arrange the students according to height and have them form homogenous groups using that classification device. The number of groups to be formed would have to be determined by the situation. When mats are to be used in practicing the jumping events each group should have two mats and the number of groups to be formed would necessarily be determined by the number of mats available. In practicing the sprint start groups of eight to ten students can be used. The criterion for deciding the size of groups when equipment is not a limiting factor is to have the groups of a size that will provide the maximum amount of participation per individual compatible with the type of activity being taught.

Teaching the high jump.

The purpose of indoor instruction and drill in the high jump is to work on form only and not on maximum height. This objective permits the use of a short approach (ten to fifteen feet) and requires little protection for landing. A double thickness of mats is sufficient for the landing pit and a 12 foot length of clothesline rope taped at each end is

adequate for an improvised cross bar. Two members from each group can serve as standards and hold the rope so a light pressure can dislodge it from their grasp. Since the groups are arranged according to height a simple landmark for the height of the rope such as the belt line can be used with movement up or down from that mark. Even though there is a rotation or change in the persons holding the ropes the height will be essentially the same.

For instruction and practice the landing mats for the various groups are arranged longitudinally and extend the length of the gymnasium with a distance of approximately five feet separating them. With this arrangement it is possible for the instructor to observe the participation of many students and be in a position to offer assistance when it is needed. He can give preliminary instruction in the high jump to the entire class at one time.

The scissors form is the easiest of the high jump forms to teach at all levels. When proficiency has been developed in this form the next step is the straddle form which is somewhat more difficult but at the same time is more interesting and challenging. Lack of leg strength and explosive power limits the amount of progress elementary school children can make in the high jump. It also delays the time when the straddle form would be introduced.

Often it is helpful to use stunts and modified activities to teach some aspect of the particular high jump form which is to be taught. The standing scissors kick and the standing high jump are useful for emphasizing the leg movements in the scissors form. A quarter twisting jump, landing on the lead leg in a balance stand position can emphasize the basic movements in the straddle form. When done over the improvised cross bar this latter movement becomes the standing high jump using the straddle style.

Teaching the Broad Jump.

The standing broad jump is recommended as a precursor to the running broad jump because of the important similarity in the form used when landing after both jumps. The form involves getting the legs out in front of the body, bending the knees to absorb the force of landing when the feet touch the ground, and then keeping the body moving forward. When the landing of the standing broad jump seems to be learned a quick progression can be made to the running broad jump. For the physical education class, it is an unnecessary complication to work out the proper number of steps each student should use in making his approach to the take-off board. If a moderately short run is used at less than full speed adjustments in the approach can be made easily.

There are many ways to arrange the mats and groups for practicing the standing and running broad jumps. The formation described in connection with teaching the high jump can be adapted quickly for the standing broad jump by swinging the mats around so their long axes are parallel and perpendicular to the length of the gymnasium. Any boundary line already painted on the floor which is not more than three feet from the near edge of the mats may be designated as the take-off board. If no lines are convenient a floor board may be used and marked with a one inch square of tape. For the running broad jump a larger piece of tape may be necessary in order to have a take-off point that is clearly visible. Also in the running broad jump the limited landing area needs to be farther from the board. The ends of the mats should be at least five feet from any wall and at the outset of instruction the take-off board should be a distance from the near edge of the mat approximately equal to the average height of the group using the mats.

The first major step in the teaching progression for the running broad jump is to have the students use a short run at a moderate speed and jump attempting to land on a target (a small piece of cloth) which is about one and one-half feet from the near edge of the mats. At this point emphasis should be on the upward and outward thrust followed by a proper landing. The teaching progression is built by varying the speed of the approach, the length of the approach and the distance of the target as skill in broad jumping improves.

Teaching the Sprint Start.

The elongated starting position is effective and comfortable for elementary school children. On the intermediate and high school levels the medium starting position with the hips elevated slightly above the level of the shoulders is a proper form to teach.

With the class divided into groups, the instructor can deploy them so they are in parallel lines facing the same direction with the first student in each group addressing a predetermined line on the floor. The line must be so situated that there is adequate running room for practicing the start. From this formation the first member of each group would assume the starting position for practicing the start. When the starters were in position the second student in each line would place the toes of his feet behind the corresponding feet of the starter. This procedure permits the illusion of starting blocks which are adjusted for each sprinter. The instructor can check the position of each starter for correctness, then give the preparatory commands and start the group. The vigorous thrust of the legs and arms required of a good start should be stressed. A designated distance to run reduces the danger of having to stop precipitously at the end of the gymnasium. Using this procedure many starts can be practiced without delay or confusion.

Edited by C. O. Jackson

Physical Education in Scandanavia*

Charles A. Gray

MY WIFE AND I spent three months in Scandinavia trying to gain an understanding of the unusual degree of physical fitness these people have to their credit. Our visit was high-lighted with personal interviews and observation tours conducted by the state inspector of physical education in Sweden, Norway, and Denmark, as well as informative sessions with the president of the sports federations in each country.

Language presented a slight problem in Finland, but their characteristic friendliness and versatility solved the problem almost immediately. We were welcomed in the offices of gymnastics, handball, basketball, drilling, athletics, and Y.M.C.A. associations at various times and enjoyed numerous visitations to public schools and colleges. Forty-nine professional and volunteer leaders were met during our brief sojourn in Scandinavia.

This generally outlines the scope and nature of our work, but we were somewhat disappointed with our personal approach to their physical fitness aspect. True, we found them vigorous participants of the active life, but they create no storm about the problem. They are active because they find enjoyment in this manner and make only a limited effort to justify their activity from the viewpoint of physical health, aesthetic improvement of bodily musculature, mental health, and the other values used to justify physical education here in America. Some of these impressions are given in the summary at the end of the article.

GENERAL IMPRESSIONS

In the preceding outline of physical programming in Scandinavia, one naturally inquires about its effectiveness and its appeal to the public. One need spend but a few days with these people to absorb the spontaneous vigor they kindle towards the physically active life. It is necessary to present a few of the factors that furnish an impetus to this enthusiasm.

Only a small percentage of Scandinavians have motorized vehicles or other activity deterrents. Only in Sweden is the automobile a factor and here physical education leaders are experiencing a challenge quite familiar in America. The everpresent bicycle, particularly in Denmark, is almost a basic physical fitness apparatus.

Television is not a major challenge for in Norway and Finland it is but an experimental gadget while in Denmark and Sweden, the percentage of television sets is quite low. Then, too, government directed television does not receive the entertainment overload that commercial television in America represents.

The housing shortage also creates a built-in incentive for continued participation in physical education activities. Whereas the average age for marriage in America is 22 for men and 19 for women, Scandinavian young men and women must wait until approximately 26 and 23 before marriage. An engagement period of six years is not unusual as couples wait for housing units to be available. It is for these groups that the clubs in the sports associations have a great appeal.

The teaching profession in Scandinavia is rewarded with greater respect and comparatively higher material rewards than its counterpart in America. As a result, the teacher training institutions and particularly the physical education colleges are able to draw the outstanding participants and candidates, both men and women, to their doors. Of all the memorable impressions we gained, perhaps the strongest is the dedication of teachers in physical education and the respect their efforts receive.

The availability of natural recreation areas, except in Denmark, are vital stimulants to both school and community activity. Even in the urban areas, the wide open spaces and wooded sections are but minutes away. The city of Oslo consists of a veritable army of

*Mr. Gray of Blackburn College recently spent a sabbatical traveling in Scandinavian countries.

skiers during the winter months as city recreation areas are only ten minutes from the heart of the downtown sector. Hiking, bicycling, and orienteering are "naturals" in this environment.

The Scandinavians have not yet been victimized by a gradual change from participation to "spectatoritis". Large stadia were practically non-existent ten years ago, but now, particularly in Sweden, this appeal to the viewing public may begin to undermine the acceptance of active participation. In defense of the spectators role, many Scandinavians walk or ski long miles merely to be spectators at a sports event.

Classroom demonstrations receive greater emphasis than in America. Not only are the demonstrations given wide publicity and strong civic support, but all class members will participate in some manner. From the educational perspective, this opportunity for participation by all and not just the superior few, is highly valued by leaders and pupils alike.

SUMMATION

At times during our observations, we were reminded of the itinerant preacher who finally found himself in heaven and could find no evil to speak against. However, there is undoubtedly no perfect program that is now or ever will ideally suit the needs of all. Lack of gymnasia and paucity of facilities slightly reduces the effectiveness of instruction, but the versatility of the teachers is excellent. The program does not appear to be as flexible as in America with gymnastics in most cases serving as the only class activity during the long winter months. More and more schools are giving instruction in hockey, bandy, and skiing each year. Carryover sports, such as archery, tennis, and golf are not a part of the school program although swimming is emphasized wherever pool or beach facilities are available. The teaching of carryover sports is undertaken by the private clubs and sports associations.

Programs in America are of such a varied nature that it is difficult to make comparisons. Inherent in the vital Scandinavian approach is the small class ideal, the popularization of sports for the masses through the teaching of activities which may be enjoyed alone or in groups, and the magnificent challenge of their environment. These factors seem to be constant and it is difficult to imagine these countries without their excellent physical education programs which serve as a showcase for the rest of the world.

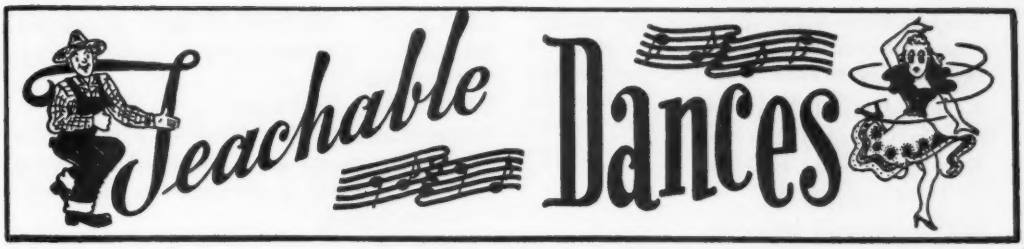
Do People Understand You?

"Federalese," the term used to describe the tortuous terminology in which bureaucratic directives are written, knuckled under to Plain English when a New York city plumber wrote to the Bureau of Standards that he had found hydrochloric acid good for cleaning out clogged drain-pipes. The bureau's response was: "The efficiency of hydrochloric acid is indisputable, but the corrosive residue is incompatible with metallic permanence." The plumber wrote back he was glad the bureau agreed with him.

To which the bureau replied: "We cannot assume responsibility for the production of toxic and noxious residue with hydrochloric acid and suggest you use an alternative procedure." By return mail, the plumber told how glad he was the Government thought his idea was O.K.

In desperation, the bureau broke down and wrote the plumber in plain Anglo-Saxon language: *"Don't use hydrochloric acid. It eats hell out of the pipes!"*

Unknown



Edited by Cecil C. Franklin

Anyone interested in contributing square, round, and folk dances should get in touch with C. C. Franklin, Men's Gymnasium, Southern Illinois University, Carbondale.

Unique Square Dance Record Review

A recent series of 45 R.P.M. square dance records with calls and music only (instrumental) for live calling on the flip side are available from:

Grenn Incorporated
P. O. Box 16
Bath, Ohio

The following have been tried out in College Coeducational Square Dance Classes at Southern Illinois University and have been found to be a refreshing change in beat and bounce which young people really like.

1. Kingston Town (Jamaica Farewell) Record No. 12033
   Caller—Earl Johnston
   Music—Al Russ—orchestra
   A Calypso rhythm-singing square
   Printed copy of calls and directions included
2. Marina—Record No. 25003
   Caller Dick Leger
   Music—Russal's Men
   A modern beat singing square
   Printed copy of calls and directions included

DAISY, DAISY

GRADE LEVEL: One through six

TYPE: Singing dance

BASIC STEPS: Change step*

FORMATION: Double circle of partners, facing counterclockwise, inside hands joined, outside hands on hips. Gents on the left, ladies on the right.

DANCE:

1. Daisy, Daisy, give me your promise do,
2. I'm half crazy, all for the love of you.
3. It won't be a stylish marriage,
4. For I can't afford a carriage,
5. But you'll look sweet upon the seat
   Of a bicycle built for two.
1. Partners take four change steps forward, eight counts.
2. Partners reverse direction, clasping opposite hands, and go back four change steps, eight counts.
3. Partners face, shaking forefinger at each other.
4. Partners fold arms, shake head, and look very sad.
5. Partners swing, while singing the last two lines, eight counts. On the last count the gent leaves his lady on the right, moves forward and takes a new partner.

*To do the change step, take a step with the left foot, bring right foot up behind and take another step with the left foot. Then step with the right foot, bring up the left behind the right, step right foot again, etc.

VARIATIONS: Eight walking steps may be substituted for four change steps when teaching primary grades.

TEACHING HINTS: Be sure everyone understands the change step before doing the dance.

SOURCE: *The Fun Encyclopedia,* by E. O. Harbin, Abingdon Press, Nashville, Tennessee, page 493. (Game contributed by Mrs. Harris (Chris) Jesperson of Viborg, South Dakota.)

MUSIC: Sing Daisy, Daisy in six-eight time.

JENNY CRACK CORN

GRADE LEVEL: Third-Eighth

TYPE: Folk Dance

BASIC STEP: Skipping

FORMATION: As in Virginia Reel

1. Jenny crack corn and I don't care,

Jenny crack corn and I don't care,
Jenny crack corn and I don't care,
For Massa's gone away.

2. Right hand up and I don't care,
Right hand up and I don't care,
Right hand up and I don't care,
For Massa's gone away.

3. Left hand up and I don't care,
Left hand up and I don't care,
Left hand up and I don't care,
For Massa's gone away.

4. Both hands up and I don't care,
Both hands up and I don't care,
Both hands up and I don't care,
For Massa's gone away.

5. Dosa-dos and I don't care,
Dosa-dos and I don't care,
Dosa-dos and I don't care,
For Massa's gone away.

6. Roll in boys and I don't care,
Roll in boys and I don't care,
Roll in boys and I don't care,
For Massa's gone away.

7. Jenny crack corn and I don't care,
Jenny crack corn and I don't care,
Jenny crack corn and I don't care,
For Massa's gone away.

Formation as in Virginia Reel.

Actions by verse:

1st Verse—Head girl and foot boy skip diagonally to center, bow and step backward to place. Head boy and foot girl do the same.

2nd Verse—Head girl and foot boy join hands in the center, wheel about and return. Head boy and foot girl do the same.

3rd Verse—Actions are the same as the above verse except with left hand.

4th Verse—Head girl and foot boy meet and turn with both hands. Head boy and foot girl do the same.

5th Verse—Head girl and foot boy dose-do around each other. Head boy and foot girl do the same.

6th Verse—Head couple join hands and skip between the lines to the foot and back to original places.

7th Verse—All form an arch by joining hands, held high, and head couple skip through the arch to the foot.

Repeat the song with new head couple until all have been at the head.

JINGLE BELLS!

GRADE LEVEL: Intermediate

TYPE: Mixer

BASIC STEPS: Skating step

FORMATION: Partners form in a large double circle, men in the inside circle and ladies in the outside, all facing counter-clockwise, with hands in "skating position".

DANCE:

PART A

Dashing through the snow
With hands in skating position, partners slide forward 4 slides, with R foot leading
In a one-horse open sleigh;
Continue sliding forward with 4 more slides, but with L foot leading. (The check marks indicate on just what syllable each slide occurs.)
O'er the field we go,
Laughing all the way;
Bells on bob-tail ring,
Making spirits bright,
What fun it is to ride and sing
A sleighing song tonight!
Continue this "skating step" for the rest of Part A, alternately leading with the R foot and the L foot.

PART B

Jingle, bells! Jingle, bells!
Jingle all the way!;
Partners, facing each other, clap in the rhythm of the words.
Oh! what fun it is to ride
Partners link R arms and skip about each other 8 skips, making two complete circles.
In a one-horse open sleigh.

PART B (repeated)

Jingle, bells! Jingle, bells!
Jingle all the way
Partners, facing each other, clap in the rhythm of the words.
Oh! what fun it is to ride
Partners link L arms and skip about each other 4 skips, making just one complete circle this time.
In a one-horse open sleigh!
Each man moves forward to the next lady, trying to get to the new partner in time to start out "skating" forward on the very first beat of the first measure.

SOURCE: Beatrice Hunt, and Harry Wilson, *Sing-and Dance,* Hall & McCreary Company, Chicago, Illinois, Page 12.

TEACHING HINTS:

MUSIC: Sing or use a record.

THE BEAR WENT OVER THE MOUNTAIN

GRADE LEVEL: All

TYPE: Mixer

BASIC STEPS: Walk, Elbow swing, and Promenade.

FORMATION: Single circle with lady to Gent's right.

Teaching Hints

Ladies four steps to center—
Ladies back four steps—
Gents four steps to center—
Gents four steps back—
All do as wards suggest—

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
Because he couldn't go through.
Ladies to the center and form a ring
Honor your partner and give him a swing
When you've swung, remember the call,
Take the *back* lady and promenade all.

All promenade on the last four lines

We won't be home until morning,
We won't be home until morning,
We won't be home until morning,
And maybe not at all.

Some Thoughts

Definition of a salesman . . . a man with a shine on his shoes, a smile on his face, and a lousy territory . . .

* * *

Most folks don't care what Mr. Kennedy does, just so he doesn't do it to them.

* * *

If women are not dangerous, why do men always increase their insurance when they get married?

* * *

Did you hear that middle age is when your narrow waist and broad mind begin to change places?

* * *

A beauty shop is a place where men are rare and women are well done.

Bars are something which, if you go into too many of, you are apt to come out singing a few of, and maybe land behind some of . . .

* * *

Bill: since when did you stop singing in the choir?
Ed: Since the Sunday I was absent and everybody thought the organ had been tuned!

* * *

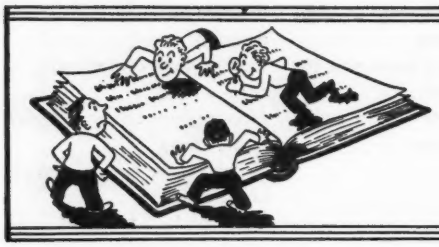
Quite a number of people already have a four-day work week. They do four day's work in from five to six days.

* * *

There are still some old fashioned mothers who love to tuck their children in bed, but many of them can't stay awake until the kids come home.

THE MULE

The Mule he is a funny sight
  He's made of ears and dynamite
He has a lovely voice to sing
  And makes a noise like everything
Some folks don't treat mules with respect
  They say they have no intellect
The mule he tends to his own biz
  He don't look loaded, but he is.
(To the tune of—"Oh Tannenbaum")



BOOK Reviews

Edited by K. W. Bookwalter

KENNEY, HAROLD E., AND STALEY, SEWARD C., *A Program in Sports-Dance-Exercise,* University of Illinois, Urbana, Stipes Publishing Company, Champaign, Illinois, 1961, 95 pp., $1.75.

This book is based on thirty five years of study, experimentation and revision and is an outline of the basic instruction program in Physical Education for Men at the University of Illinois. It deals individually with thirty-four activity courses ranging from Prescribed Exercise to Ice Skating. For each course there is information regarding: uniform, reference books, objectives, examinations, grading plan, proficiency examinations, and intersectional competition.

Other important features of the book include: a discussion of the value of exercise, motor fitness tests with scoring tables, as well as a personal fitness plan to enable each student to gain a knowledge of how to improve his own fitness. The reader will also find information regarding health examinations, enrollment regulations, special examinations, proficiency examination regulations, as well as educational objectives.

As the University of Illinois Basic Instruction Program serves as a model for many university programs, likewise this book can be used as a model for those wishing to inform their students concerning their own physical education program. The book will also be of help to those who are building or attempting to improve their physical education programs.

EDWARD H. HEATH

MILLER, DONNA MAE, AND LEY, KATHERINE L., NPPECW WORKSHOP REPORT: Competence for Action, National Association for Physical Education of College Women, Washington, D.C.: 1960, 122 pp., $2.00

This publication contains the following papers given at general sessions of the workshop: Leadership Training in Physical Education Classes for College Women, Ned A. Flanders; The Neuro-Muscular Basis for Motor Learning, Virginia Harrison; When Will the Student Join the Human Race, Edward D. Eddy, Jr. and Give Us This Day, Gwendolyn Drew. The general session on recreation was led by Catherine Allen. Her outline of some of the essential procedures in inter-personal relations are included in the report. The report on the lecture-demonstration of Maori dances and games by Annette Golding includes a brief history of these and the list of games and dances performed and the film shown. These papers all include bibliographies.

Reports of the workshop groups included are: The College Student, Purposes and Program; The College Student, Personal Values; The Teacher-Leader, Human Relations; Movement Fundamentals, Present Status and Future Directions; Movement, Teaching Methods; Movement, Significance.

Also included are brief reports of the Special Interest Groups and the Activity Teaching Clinics. This is truly a professional contribution and should be of great value to many.

ENID SCHNAUBER

NEILSON, N. P., *Statistics, Tests and Measurements in Physical Education,* Palo Alto: National Texts, 1960, 68 pp., $2.00

Selected references, suggested class assignments, illustrations of elementary statistics, and graphs, and condensed materials on the history of tests and measurements, needs for tests and measurements, classification of tests, methods of scoring tests, criteria for evaluating and selecting tests, test construction and test administration are included in the book. Ninety-five review questions are given in the appendix along with sample classification charts and sample achievement scales.

The book is intended to be a guide for teachers and students and is not intended as a text book. The selected references should be used with the guide.

CAROLYN BOOKWALTER

OBERTEUFFER, DELBERT, *School Health Education,* Third Edition, New York: Harper Brothers, 1960, 547 pp., $6.00

The third edition of this popular book has been revised and expanded to include the latest research and practices in school health education.

Following basically the same outline as the previous edition, it is divided into three parts. Part One, The Foundations of School Health Education, stresses the scientific, psychological, and sociological basis of health education in schools. Part Two, The Curriculum and Teaching, deals with the existing patterns of health instruction and methods of developing the health curriculum. The third part, Administration, Services, and Environment, is devoted to the total health program of the school and the relationship of its parts.

Notable changes in this edition include: 1) more background material concerning the why, as well as the what and how of the school health program; 2) up to date lists of resource material for instruction and evaluation; and 3) a new chapter, Organizing for Learning, presenting well organized curriculum principles.

The outline format of the previous edition, which provided the reader with simplified organization of the material, is missing in the current one. The revisions and additions, however, illustrating the advances made in school health education during the past few years, should be of great benefit to teachers, administrators, and medical personnel concerned with this field.

THOMAS W. EVAUL

OFFEN J. ALLAN, *Adventures to Motherhood, The Picture Story of Pregnancy and Childbirth,* Miami, Fla.: Audio-Visual Company of America, Inc., 1960, 68 pp., $2.95

The doctor's advice to a pregnant woman is exceedingly well illustrated by colored pictures. Information is given on prenatal care, the anatomy and physiology of pregnancy, and the steps in the delivery of the baby. Information is also given as to the things the pregnant woman should remember to follow, when to be cautious, and when to call the doctor. All the do's and don'ts are clearly presented The pictures of childbirth are excellent.

This is a book which women having their first baby will find of value if they have little idea of the anatomy and physiology of pregnancy and/or are fearful of the experience.

CAROLYN BOOKWALTER

STALEY, S. C., HUELSTER, L. J., AND JACKSON, C. O., *University of Illinois College of Physical Education Undergraduate Professional Curricula,* 8th Edition, Champaign, Illinois, Stipes Publishing Company, 1961, 239 pp., $3.75

This book is a description of the five undergraduate curricula offered by the College of Physical Education at the University of Illinois. It outlines the curricula leading to Bachelor of Science Degrees in the fields of Physical Education for Men, Physical Education for Women, Dance, Health Education, and Recreation.

The publication is of use to both instructors and students associated with these curricula. The first part of the book presents information regarding the operation and conduct of the several curricula while the remaining chapters describe specific material concerning these curricula. General information is given, in addition to requirements, references, objectives, learning activities, and grading procedures for each course.

ROY J. KELLER

THOMPSON, CLEM W., *Kranz Manual of Kinesiology,* St. Louis 3, Missouri, The C. V. Mosby Company, 3207 Washington Boulevard, 4th Edition, 1961, $3.75

Kinesiology—the theory of movement—may be looked at in a number of ways, from the relationship we have to our environment to the actual attachments and actions of muscles involved in motion.

In this 4th edition of a well-accepted and standard work, Dr. Thompson has made some necessary amendments to the previous text and has revised the laboratory and review-exercises sections considerably, making them a very important part of the work. Further, it is pleasing to see that the final chapter, *"Some factors affecting motion and movement"* has been enlarged and written so that the principles of force and work are made applicable to the rest of the text.

At the end of the book there is a very useful section of eight anterior and eight posterior views of the skeletal system. These sections (perforated and easily removed) may be annotated for the individual student's benefit, or may be required as test work by the instructor. The rest of the text is concerned with joints and movements; the diagrams are excellent, the brief explanations clear and explicit. This 159-page book provides the facts for a sound basis in human movement.

A review cannot adequately describe a text but it can encourage those wise enough to buy one such as this, which is well worth possessing—particularly by physical education students and those interested in how we move muscularly.

JOHN T. POWELL

TIETZ, C. T. AND KLAUS, E. J., *Richtlinien fur die Sportarztliche Untersuchung und Beratung,* George Thiene Verlag, Stuttgart, Germany, 1958, 28 pp., 65 cents.

This guide for teachers and students includes suggestions for conducting the medical examinations, deciding athletic competence, and short descriptions of swimming, track and field, apparatus, rhythmic gymnastics, dancing, skating, rowing, bicycling, riding, mountain climbing, skiing, sail boating, fencing, judo, boxing, wrestling, weight lifting, games (handball, basketball, volleyball, and hockey), and tennis. The material is concisely written. There will probably be limited use of this book in the United States due to the use of a non-English language.

CAROLYN BOOKWALTER

TUTTLE, W. W. AND SCHOTTELIUS, BYRON A., *Textbook of Physiology,* St. Louis 3, Missouri, The C. V. Mosby Company, 3207 Washington Boulevard, 14th Edition. 1961. $7.00

This textbook has been published through 14 editions, and that in itself is sufficient recommendation.

The original author, Dr. Zoethout, died in 1959 and the present writers undertook a complete revision of the work. What a magnificent result has been achieved. The modern concepts of physiology are explained fully, and in this regard the chapters, "muscle physiology" and "Nerve physiology" are of special interest. The 33 chapters in 547 pages are liberally studded with excellent photographs and diagrams, five of which are colored. There is a first-rate glossary and the index is extensive and clear.

To give a clearer picture of the contests of this splendid volume here are the titles of some of the chapters: — Protoplasm and life processes; The blood; The Heart; The foodstuffs; Metabolism.

The most stimulating chapters are "Gas exchange—respiration," "Mechanical factors of blood circulation," the chapters on protein, carbohydrate, lipid, water, mineral and energy metabolism, plus the pages concerning the actions and interactions of the nervous systems.

This is an up-to-the-minute textbook, written well, technical, yet explicit, with no trace of "padding." It is an ideal text for University or College students and is recommended to the lecturer as a book from which to teach, particularly in the field of physical education.

JOHN T. POWELL

WATANABE, JIICHI; AVAKIAN, LINDY, *The Secrets of Judo, A Text for Instructors and Students,* Rutland, Vermont, Charles E. Tuttle Company, 1960. 186 pp. $3.75

This textbook, fully illustrated by over 250 photographs and drawings, in an introduction to the essential nature of judo. The origins, principles, physical and psychological aspects of judo and the dynamics of the techniques are explained.

The scientific principles of mechanics are utilized and explained to justify the movements and actions. The authors seem well qualified to present this technical material in lucid style.

KARL W. BOOKWALTER

Training Room Slogans . . .

"Work today — Win tomorrow"

"Don't leave a job half done."

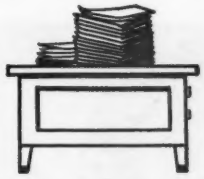
"Teamwork is our business"

"Athletes are made — NOT born"

"It takes more than one to win a game — It takes a team"

"Officials always have the last words

From the First Aider



Recent ARTICLES

Edited by K. W. Bookwalter

PITT, WILLIAM J., "The Professional Recreator's Psychological Dilemma," *American Recreation Journal,* 1; 4:18-21, December-January, 1961.

Is recreation merely "killing time?" Does more recreation make a better citizen? Do leisure activities break down class lines? Is recreation fertilizing the acceptance of mediocrity? These and other timely questions are discussed by a prominent psychologist and his answers may help to throw new light on the field of recreation.

The basic problem is to prevent Americans from wasting their increasing leisure time by improving its usage. This dilemma is summed up in three parts:

1) Consideration of the quality of the recreation act, holding it against the quality of recreation.

2) Clarification of beliefs and concepts on the effect of leisure time.

3) Analyzation and comprehension of the impact of recreation on the nation's class structure.

ROBERT VITZ

SLIEPCEVICH, ELENA M., "The Responsibility of the Physical Educator For Health Instruction," *Journal of Health, Physical Education, and Recreation,* 32:1:32, January, 1961.

Health instruction as a function of the physical educator is a problem and one which must be faced up to as an existing situation. The major problem is not: Who should teach health? but one of: Who is teaching health?

In a recent study of state health directors, the percentage of health courses taught in secondary schools by physical educators ranged from 10 percent to "nearly all". The overall figures reflect considerable variation in preparation of physical educators as health instructors.

Many factors are responsible for this sub par background in health but our chief concern should lie in methods of improving the quality of health instruction. Several guides suggested are: 1) Those responsible for curriculum development in teacher preparation must recognize the multidisciplinary aspects of health instruction. 2) Physical education majors should have the equivalent of a minor in health education including field experience. 3) Administrators in assigning health to physical educators must recognize the broad scope of health education and instruction. 4) A feeling of responsibility and appreciation of health instruction must be developed in physical education majors. 5) Physical educators must recognize the need for relating their teaching to all areas of health instruction. 6) Extend encouragement for physical educators, competent in health, to undertake graduate study in health education.

ROBERT VITZ

WARD, RODGER, "It's Meant To Be Fun," *Sports Illustrated,* 14; 4:37-41, January 30, 1961.

As the country becomes increasingly more accident conscious, fear instead of pleasure rules our driving. Driving requires confidence and concentration but this jittery attitude which we are developing can undermine both of these. We can bolster both of these by preparing ourselves mentaliy and our automobiles mechanically.

Pleasurable driving can be induced by improving the driver's safety habits and the functional performance of our cars. Special tips on improved driving include those for: night driving, tire pressures, safety equipment, stopping distances, turnpike driving, and driver fitness.

Highways are meant for driving to get from one place to another smoothly and as enjoyably as possible. Racing belongs to the tracks and not on the crowded highways of today.

ROBERT VITZ

Noteworthy People in the Profession

HENRY J. MONTOYE was born in Chicago, Illinois, on May 4, 1921. After having attended the Normal College, American Gymnastic Union, he received the B.S. degree from Indiana University in 1943, and the M.S. and Ph.D degrees from the University of Illinois in 1947 and 1949, respectively. In 1949, he joined the faculty at Michigan State University as an assistant professor and is now a professor at the University of Michigan.

He has served as a member and as chairman on many committees for sections of American Association for Health, Physical Education, and Recreation, College Physical Education Association, American College of Sports Medicine, and Phi Epsilon Kappa. He has served as editor of *Index and Abstracts of Foreign Physical Education Literature*, and as associate editor for the *Research Quarterly*. He is at present the president-elect of the American College of Sports Medicine.

He is author of many articles and co-author of *Applied Tests and Measurements in Physical Education*, (Prentice-Hall), and *Longevity and Morbidity of College Athletes* (Phi Epsilon Kappa), and is a contributor to *Physical Fitness of Champion Athletes* (University of Illinois Press), and *Science and Medicine of Exercise and Sports* (Harper Brothers).

In addition to the organizations mentioned above he is a member of The American Academy of Physical Education, The American Physiological Society, Phi Delta Kappa, Federation Internationale d'Education Physique, Sigma Xi, The Gerontological Society, American Association of University Professors, Michigan Gerontological Society, and the Michigan Academy of Science, Arts and Letters.

HENRY J. MONTOYE

MARION RUTH BROER

MARION BROER was born in Toledo, Ohio on December 10, 1910. She received the B.S. and M.S. degrees from the University of Wisconsin in 1933 and 1936, respectively, and the Ph.D. degree from New York University in 1954.

She has served as instructor of physical education at Newcomb College, at the University of Colorado, the University of Wisconsin, Smith College, and as assistant director of physical education at Bradford Junior College. She is presently professor of physical education at the University of Washington.

She has served on many committees for the American Association for Health, Physical Education and Recreation, and the National Association for Physical Education of College Women. She has served as chairman of the Research Section for the Northwest District, AAHPER, and for the AAHPER. She served as vice president for the N.A.P.E.C.W. and vice president, physical education, of the Northwest District. Her editorial activities include serving as associate editor for the *Research Quarterly* and for the *Journal of the American Association for Health, Physical Education, and Recreation.*

She is author and co-author of a number of articles and books including *Measuring Achievement in Physical Education, Individual Sports for Women, and Efficiency of Human Movement.*

She is a member of Phi Kappa Phi, Pi Lambda Theta, and American Academy of Physical Education. She has received the honor award from the American Association for Health, Physical Education and Recreation.

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Charles E. Miller, University of Nebraska, Lincoln, Nebraska
TAU CHAPTER, University of Nebraska, Lincoln, Nebraska
PHI CHAPTER, Kansas State University, Manhattan, Kansas
ALPHA PSI CHAPTER, University of Kansas, Lawrence, Kansas
LINCOLN ALUMNI CHAPTER

DISTRICT VIII

John W. Borchardt, School of H P E & R, Univerity of Oregon, Eugene, Oregon
OMICRON CHAPTER, University of Oregon, Eugene, Oregon
PI CHAPTER, Montana State University, Missoula, Montana
ALPHA GAMMA CHAPTER, Washington State University, Pullman, Washington
ALPHA OMEGA CHAPTER, University of Idaho, Moscow, Idaho
ALPHA UPSILON CHAPTER, University of Washington, Seattle, Washington
EUGENE ALUMNI CHAPTER

DISTRICT IX

Carmel O. Ness, H.S.D., Long Beach State College, Long Beach, California
LAMBDA CHAPTER, University of California, Los Angeles, California
CHI CHAPTER, Occidental College, Los Angeles, California
ALPHA RHO CHAPTER, Los Angeles State College, Los Angeles 32, California
BETA ALPHA CHAPTER, Long Beach State College, Long Beach, California
ALPHA EPSILON CHAPTER, San Jose State College, San Jose, California
ALPHA SIGMA CHAPTER, University of the Pacific, Stockton, California
ALPHA PHI CHAPTER, Arizona State University, Tempe, Arizona
ARIZONA ALUMNI CHAPTER
LOS ANGELES ALUMNI CHAPTER

DISTRICT X

Guy W. Nesom, Ed. D., Northwestern State College, Natchitoches, Louisiana
ALPHA PI CHAPTER, Northwestern State College, Natchitoches, La.
ALPHA CHI CHAPTER, Southeastern Louisiana College, Hammond, La.
BETA BETA CHAPTER, Florida State University, Tallahassee, Florida
BETA GAMMA CHAPTER, Texas Technological College, Lubbock, Texas
MIAMI ALUMNI CHAPTER
NATCHITOCHES ALUMNI CHAPTER